

March 1951

# NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE

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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE P.T.A. MAGAZINE

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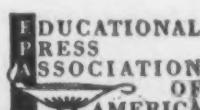
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*Imagination, cleverness, and originality are all contributing to the success of state congress campaigns to raise funds for the new National Congress headquarters. In no state, however, has sheer beauty of form and craftsmanship played a more important part than in New Mexico, where money for the headquarters is received in this exquisite, lustrous black bowl. Here we see that bowl lovingly balanced in the hand of its designer, one of America's outstanding pottery makers who is known throughout the Southwest simply as Maria. Her work, easily distinguished by its superb artistry of design and finish, is familiar to collectors far and wide.*

## THE PRESIDENT'S MESSAGE



# Opportunity at Our Door

IF ENOUGH OF US CARE ENOUGH the findings and recommendations of the Midcentury White House Conference on Children and Youth can become a spur to community action that will liberate millions of children from confusion, doubt, insecurity, and fear. They can become the basis for such endeavors as will guide all children along the broad highway leading toward useful, mature citizenship.

The Midcentury Conference was unique, differing in several ways from the conferences of the four previous decades. First, the endeavors of the Conference were directed toward discovering how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship. Second, it was the largest such conference ever held, its members numbering more than six thousand. Third, nearly all the participants had worked diligently through an entire year with state, county, and local committees, studying conditions that influence the growth and development of children. Thus they were ready to pool the knowledge and experience so gained in an effort to overcome conditions in a community, school, or home environment that are known to hinder the development of a child's personality and his growth toward citizenship.

THIS TIME the young people themselves were present in considerable numbers. They spoke freely and vigorously, revealing thoughtful consideration of complicated and trying situations in American life, situations ranging from domestic adjustments to military service.

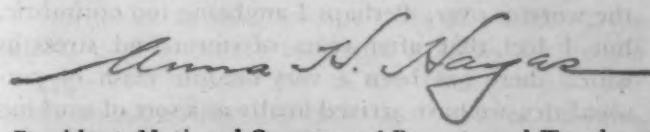
On three afternoons the Conference became thirty-five working groups, each devoted to a specific phase

of the problems involved in carrying out the basic purpose. Working with the group that considered "Children on the Move," I heard a young man say: "The greatest difficulty is not so much lack of adequate housing for these children of migrants, or even the fact that their education is so constantly interrupted, but that they are not accepted by the communities where their parents go for work."

It was agreed in this workshop that the community must offer these children "on the move" a real sense of membership, of belonging. It must provide them with health services, schooling, library privileges, recreation, and fellowship if they are ever to become useful, responsible citizens. On the other hand, if as they wander from place to place they fail to achieve a feeling of citizenship, society suffers a serious loss and accepts a considerable burden. Human erosion takes place, destroying a power no nation can afford to lose.

EACH OF thirty-five workshops produced recommendations which, when correlated, were discussed, amended, and adopted on the last day of the Conference. Finally the "Pledge to Children," epitomizing the highest aspirations of parenthood and guardianship, resolved all our differences in one masterful stroke of interpretation. In this document, to which we subscribed unanimously, we acknowledged that children and youth must be allowed to face life squarely, without fear of the future and without soul-destroying hate and prejudice. We acknowledged that they have a right to faith in God, in the greatness of their country, in the integrity of their companions, and in their own ability to enrich the society in which they live. (You have read both the "Pledge to Children" and a selected list of the recommendations in the February *National Parent-Teacher*.)

We left the Conference feeling that the child and his well-being deserve the highest priority among the demands contending for the interest and loyalty of today's leaders.

  
Anna K. Hayes  
President, National Congress of Parents and Teachers

# A Father Looks at His Son

John Schott

ANTHROPOLOGISTS tell us that when mankind was slowly emerging from savagery it was the custom to appease the gods by sacrificing first-born sons. Had that practice continued, my wife would not be prematurely gray and I would not have had so many anxious nights and days, but such an offering would have been an irreparable loss—of joy and zest, to say the least.

My son is now fourteen years of age, and I think the worst is over. Perhaps I am being too optimistic, but I feel that after years of storm and stress in which there has been a very definite clash of personalities, we have arrived finally at a sort of working agreement. He still has, I know, some lingering

*Here is one of those confessions said to be so good for the soul.*

*This one should be good for the souls of many readers, especially the fathers of sons still engaged in the perilous adventure of growing up. There's consolation here and some sound advice.*



© H. Armstrong Roberts

doubts about my ability to be abreast of the times; yet we are able to talk things over in a somewhat calm and objective manner.

Many of my friends have naively thought that in a minister's home things always move on even keel. True, ours is a happy home, and there is no place I would rather be than with my family. But we have had our fair share of scenes. Having passed through the fiery furnace, I am now willing to reveal some of the lessons that I have learned the hard way.

A great deal of my trouble came from trying, all unwittingly, to impose my own ideas upon my boy. It is of course inevitable that a person who has ideals or standards will sooner or later try to instill them

into his child. My wife and I are amused now when we recall our abortive attempts to make a pacifist out of our son, but it was at one time a very serious matter with us. Like most parents, we could not reconcile ourselves to thinking of our precious child as cannon fodder, and we were sure that we could create in him a hatred for war. To that end we refused to buy him any toy pistols or war games. But our faith in this noble experiment was cruelly shattered one day when my wife, hearing a bloodcurdling shriek, looked out of the window to discover our little pacifist at the head of his comrades charging down the street with a borrowed pistol in each hand.

In primitive times when a lad reached a certain age he was initiated into the tribe by means of a very impressive ritual. In this ceremony the traditions of the tribe were rehearsed for him, and he was warned not to deviate therefrom. A healthy respect for those in authority was also created in him. Naturally many of us embattled and frustrated parents would like to return to those happy days. Instead we have to fight for every inch of ground and often feel we are waging a losing battle against our contemptuously disdainful, if not openly defiant, children.

Even my son has not been without sin on this score. He once embarrassed me no end before the people of my former parish. While visiting in that community I was eager to show him off (my mistake, it appeared), for he is quite a handsome lad when his face is washed. But when we started walking down one of the prominent streets of the town, this six-year-old rascal pulled out a candy cigarette, which he had concealed for the occasion, and very realistically started puffing away at it. Many of my parishioners had felt I was making a serious mistake in leaving that sheltered community for the sinful ways of the city. Now they were given convincing evidence of the detrimental effects of city life upon innocent children!

### Delinquent—or Just Plain Young?

Some parents, fearing the loss of their children's love, deliberately cultivate in them an unhealthy sense of dependence. Most of us, however, are eager to see our children self-reliant and independent, able to face life undaunted and unafraid. Yet regardless of how careful we are, all of us are guilty of trying consciously or unconsciously to win our children to our way of life. I now humbly confess that every attempt I have made to influence my boy's thinking has boomeranged. Now I leave him alone, trusting that he will make judicious use of the good brain that the Lord so graciously has given him.

I also realize that I have caused myself much unnecessary worry and anxiety by making issues of too many things. When my son was small my wife and I, like most parents, frequently became alarmed

by anything that seemed to be a deviation from the normal. If he sucked his thumb unduly, mauled the cat, or refused to eat, we frantically consulted the pediatrician. But now, whenever parents speak to me about similar troubles with their children, I nonchalantly repeat those sage words, "That too will pass."

This, to be sure, is more easily said than done. Even now, wise as I like to think I am in the ways of child training, I find it difficult to face certain situations calmly and serenely. For example, my boy happens to be an addict of mystery stories. He even has a notebook in which he lists the tricks of the trade, and he is confident that he could easily pull off the perfect crime. Such a statement, which he delights in reiterating, causes his mother to wince, and I am no less susceptible. It is, of course, difficult for a perturbed parent, intimately acquainted with the alarming rise in juvenile delinquency, to realize that this talk is just another episode in the drama of growing up.

So the antics of our children continue to alarm us.—Their language, so expressive and colorful, often verges on the vulgar. Their studied carelessness of dress bewilders us. Their dances seem at times to be quite primitive, and we lament their tendency toward extremely late hours. But were the youth of our generation any better? The chances are that if we will remain patient and amused our children will outgrow these "dangerous proclivities" just as we did a generation ago.

### Can Parents Be Pals?

A great deal of my difficulty has been caused by failure to realize that my boy and I have different spheres of interest. When he was very young he followed me around the house, imitating in a most amusing way all my gestures and mannerisms. In comparison with him I was big and strong and intelligent. But that stage all too soon passed, and he entered what might be called the belligerent age. He began to sense his own strength, his ability to get along without the dad who so often seemed strict and stodgy. Before long he was questioning everything I said. My wife and I naturally became alarmed. We should have realized that his individuality was bound to express itself in some such fashion—that most boys who have spunk react that way.

Fortunate is the man who can be a pal to his boy, but most of us find it difficult to bridge a gap of twenty or thirty years. Whether we like to admit it or not, we look at the world quite differently. Our days all too often are spent in a dull and prosaic performance of such routine tasks as punching the clock, paying grocery bills, and stoically facing the ravages of old age. But to the young, with their unbounded energy and their unabating enthusiasm, the world is most fascinating, its days and its weeks

marked by exciting dates, thrilling sport events, and hilarious good times. No wonder we parents seem so stuffy and old-fashioned; we are just not in the same league!

As I look back upon my own youth, I can remember how my father used to talk with me, hoping that I would break down and share my secret thoughts with him. He had seen a great deal of life and undoubtedly was eager to help me. But I never felt free with him. Whenever I was willing to share my hopes, fears, and ambitions with anyone it was always some comrade of my own age who was also groping blindly along the same way. Today I wish I could be my son's confidant, but I know that he likewise refuses to share his deepest thoughts with me.

My sincere hope, however, is that the two of us will be patient and tolerant with each other's limitations until he gets out of the turbulent waters of adolescence. If we can survive this arduous period, my son may reason as did Mark Twain: "When I was a boy of fourteen my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years."

### Life with Son

In bringing up my boy I have also discovered that for good or ill he is a chip off the old block, and undoubtedly many of his faults he has inherited from me. Of that fact I was made painfully aware when the young man was only two years of age. While we were visiting a somewhat stern elder of the church, the youngster suddenly became stubborn and disobedient. I started to apologize for his actions, but the elder said, without the slightest trace of emotion, "What do you expect? You know who his father is." Since then I have suffered in silence. "Like father, like son" is a trite expression but nonetheless true.

A very good illustration of this is seen in Quentin Roosevelt, the famous son of a still more famous father. Quentin was a healthy rascal, a red-blooded American boy who was always getting into mischief. Like his father he lived strenuously and found it difficult to sit still for any length of time. His father frequently was embarrassed by him and had to intercede for him. But with manly fortitude Teddy Roosevelt was patient and indulgent with Quentin, knowing all too well where his son got his energetic and aggressive spirit.

For a number of years I have been haunted by the



words of a famous educator who said, "Depend upon it, most boys dislike their fathers." It would be easy to substantiate such a claim with a number of impressive examples, for there are many autobiographies on the market in which the writers are strangely silent about their fathers or else brush them off with contemptuous disdain. And occasionally in my pastoral calling I enter homes where the sparks have been flying, where fathers and sons don't seem to be getting along any too well. To me these situations are most pathetic, for on closer examination I discover that the belligerents are fine young men and equally fine fathers.

Yet I know my boy does not dislike me; we have too good a time together. Of course he objects strongly to my exerting any authority over him or disciplining him. Being a rugged individualist, he resents it not only from me but from his school-teachers, the scout leader, or the neighbors who caution him against walking on their lawns. I have, however, learned not to argue with him about his shortcomings. He is smart enough to know when

he is making a pest of himself, and any words of mine would be superfluous. No longer do I make any effort to reprimand him. Instead I try to enjoy his company and fellowship as much as possible. Whenever he gets obtrusive and obnoxious, I find a job to do in some other room where I can get away until the atmosphere clears.

I know also that I am insufferable at times, but fortunately my boy has also learned to make his exit when I get into one of my moods. This has proved a splendid working arrangement, and the two of us consequently get along in grand style. I trust it will continue through the rest of his adolescence.

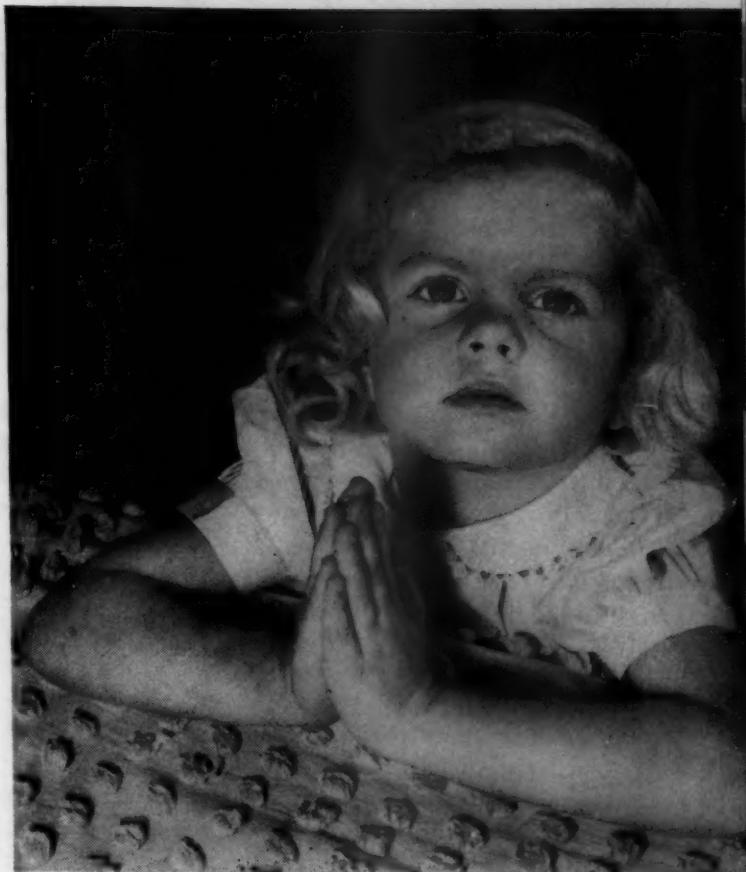
William Lyon Phelps, one of the most beloved professors on the campus of Yale University, once revealed the results of a poll taken of a graduating class. "What man in the world do you most admire?" was one of the questions, and a majority of the boys answered, "My father." I don't know that my boy will ever be asked a similar question, but if that does happen and he answers, "My father," I'm afraid it will only be soft soap, for he has already met many men far superior to me. Instead I hope that our respect for each other will, through the years, be such that when he reaches manhood he will say in utter sincerity, "Dad, it's been good knowing you." That will be more than sufficient compensation for all my years of adjusting myself to him and his mysterious ways.

*The Reverend John Schott is pastor of Fairmount Presbyterian Church in Cleveland Heights, Ohio.*

This is the seventh article in the preschool series of  
the "Growing Toward Maturity" study courses.  
The program for study groups is on page 34.

*Amid the multitudinous distractions of modern living, providing our children with the safeguard of a steadfast inner life has become a problem, and not a simple one. Yet there is no reason to despair of success. Reverence and wonder are natural to children. By gentle and consistent guidance, based in the earliest years on sensory experience and later on the desire to understand, we can still lead our boys and girls safely toward the sources of unfailing strength.*

Joseph K. Folsom



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## Spiritual Guidance Starts Early

A LITTLE blue-eyed girl of four, a happy child with innocent, venturesome ways, explored a neighbor's garden early one morning. There was a rich variety of splendid, skillfully cultivated flowers. The owner was an expert, and many of her blossoms had won high awards in garden club circles. Little Marie was rather choosy. She yielded not to the many beautiful temptations until she came to a bed of lovely big peonies. These were too much for her. She plucked them one and all and took them home, explaining that a nice man had given them to her. After a short time it was rumored about that Mrs. B.'s choicest flowers, just awarded first prize in a recent contest, had been stolen to the last bloom—a shocking, mysterious act of vandalism.

Marie was not punished, but her father reported the facts and made good the damage. Years later we find Marie, now a grown woman. Do we find her in prison, or being watched by store detectives as a suspected shoplifter? Do we find a mirror-gazing

glamour girl playing her game for a millionaire or collecting diamonds and mink coats? No, we find a woman skilled in giving more than getting, a person of charm and warmth, of religious faith and true spirituality.

Marie's childish behavior was not an act of greed, but an expression of a desire for beauty and perfection. Happily for her, she was given every chance to grow up naturally and spiritually.

As Edna Dean Baker showed so well in her article "Little Pilgrim's Progress" in November's *National Parent-Teacher*, spiritual guidance should build upon the young child's senses. Little Marie soon learned to feast her eyes and nostrils without plucking. To have disciplined her in any way that might associate fear with flowers or beauty would have been an act of spiritual sabotage.

It was at a railroad station—of all places—that one parent education leader observed a most skillful bit of guidance. As the approaching train began to

frighten a child, the mother held him close and coaxed him into a sensing, perceiving mood. "See it come—bigger and bigger—listen—hear that noise—now hear it, slower, slower—now smell it—smell that smoke," and so on. The world around the little child is not altogether a world of beautiful flowers; yet most of its other sights and sounds and smells and "feels" can also nourish either the feeling for beauty or the sentiment of wonder.

### The Sense of Wonder

Both conventional and progressive education emphasize some kind of action or effort. Conventional education stresses controlled action and effort to get results. Knowledge is something you have to work for. Progressive education puts a little more emphasis upon the sheer joy of the action itself, with less grim seriousness about the results. Children learn to do more things, but without finishing or perfecting as many of them. Both types of education, in our hustling, go-getting and go-doing America, tend to neglect perception, contemplation, meditation. But these periods of attentive passivity are just what we need for spiritual guidance.

Our parent education groups have learned that many types of child behavior are bids for attention. We discuss when it is wise and when unwise to give our attention. It is about time we discussed a little more how we can get the child's attention.

Family prayers, grace at meals, the quiet bedtime talks with a child, sometimes followed by prayers, all have spiritual value irrespective of their particular religious content. They establish a habit of pausing to contemplate something above or beyond us, more enduring than immediate practical problems. As our life becomes more hurried, we tend to neglect these spiritual interludes, and in so doing we pass by precious opportunities to direct the attention of children to things that are beautiful, wonderful, and eternal. It is difficult to get back into the habit because of a certain uneasiness or shame about being too "serious" or "sentimental." We come to think alone, without saying anything about it and without pausing to contemplate, to meditate, or to feel.

I agree with Dr. Baker that service is another basis of spiritual guidance—learning to care for pets or other children, to wait upon sick parents, and the like. Even learning to care for property may have a spiritual value. But it is necessary that these actions be associated with the right meanings and attitudes. I have seen children embark upon some act of helpfulness with an almost saintly air, and then suddenly fly into a very unsaintly tantrum because some other child innocently intruded and "stole the show," or even because the person served did not stay in the right place to receive the service. Nothing to worry about, of course, but only a hint

that something more than action needs to be guided. We need time to talk about action, to build up meanings, to develop feelings.

### Rescuing the Spirit

So again we come back to the crucial point; the problem is to capture and guide the child's attention. This naturally becomes more difficult as the child grows older. Oddly enough, however, it is now becoming more and more difficult in the case of *any given age group*. Why? Traffic, airplanes, radio, movies, comics, variety stores, juke boxes! The diabolical and constantly increasing ingenuity of much advertising! The bigger and better collection of loot dumped down the chimney each year by a materialistic Santa Claus! And the finishing stroke—television!

One mother told me she had been trying unsuccessfully for three or four days to get the attention of the whole family as a group to tell them something important.

No, I am not getting ready to sing "The Old Oaken Bucket." I am not a country-bred boy. For me the moon did not come up over the cowshed, but over a row of dingy tenement houses. Yet every night I looked for it, exclaiming in childish glee over its enlarged face and eastward-shifted position. Strange lights and shadows among those dark walls gave me an eerie feeling, mixed of curiosity and mild fear. Today I am thankful that horns and headlights and radios did not interrupt that feeling or amateur psychiatrist parents try to rescue me from it.

Today it is more than ever necessary to begin early to capture and guide the child's attention, while he is still somewhat sheltered from the world's distracting barrage of stimuli. He needs to learn that it can be pleasant and safe to let his attention dwell at length upon certain objects of the outside world or of the imagination, and for the time being to ignore everything else, except maybe a traffic policeman. These objects become the sacred and serious things of his life. They should include some symbols he needs to share with others, such as religious services, the flag and the national anthem, the mention of loved ones passed away. Such objects should include also a wide range of things chosen by the child himself as he develops. For example, I will drop almost anything else to listen to the song of a hermit thrush or a bit of a foreign language I am studying. These things are in a broad sense sacred objects of my attention. I do not expect others to share them but only to respect my attitude.

### Don't Force the Issue

One of the worst things for a child's spiritual development is to demand his immediate attention frequently or needlessly, without regard to what he is doing. How much intellectual genius and spiritual

greatness do we injure or destroy in early years by the popular fashion of jeering and barking (or shall I say *braying*) at "absent-mindedness"?

How, then, shall we capture a child's attention to guide it in a more serious or spiritual direction? Old-fashioned discipline had some useful techniques, but on the whole it was much more successful in controlling *attention*. It often produced only folded hands and a vacant stare. The crux of the matter is this, and let us face it. Many parents need to hear their own voices on a record player and learn how to use them more effectively. A little training in drama or public speaking might not hurt them.

Others need to learn to manage their time so as to give the child unhurried, undivided attention at crucial moments. Some would do well to refresh their music, their dancing, their athletics. Some need to learn a wider range of interesting narratives from the Bible, from literature, from life. Perhaps they need only to refresh their memories, or to acquire more verbal fluency in the telling. Have our parent education methods, perhaps, conveyed the false impression that discussion and understanding are all that is needed to make a good parent? Maybe a little good old-fashioned homework—a little memorizing and practicing—would help.

### First Garner, Then Give

Perhaps all parents would do well to take a week off and make a survey of their environment to discover all the interesting, beautiful, and inspiring things that could be shown to their children. The smoothly humming giant generators in a power-house, the great cathedral with its stained glass windows, the mountaintop from which you can look down upon fleecy clouds on a cool August morning. And little perfect things as well as big overpowering things; we must discover what best inspires each child.

These are the *foundations* of spiritual guidance, which must be laid early. They are at the same time foundations for intellectual interests and other phases of the child's development. But one thing more is needed for spiritual guidance in its later and more specific character. As time goes on the parent must be prepared to answer factual questions, to offer a definite philosophy for the growing mind. In the early years spiritual emotions can be rooted in simple, beautiful sense experience. In the later years of childhood these emotions may need also an ideological anchor.

This is the most difficult phase of the problem for many parents. They may respect religion and even be active in the church, yet feel so unsure about doctrine that they fear to talk about it. In these days it is more difficult than ever to say, "God's in His heaven; all's right with the world."

Perhaps your child is now too young to bring up



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these baffling questions, and perhaps he will never do so. But if we cannot think ahead, if we do not know where we are going, our day-by-day guidance will probably be weak and fail to give security. Hence it is well to formulate now, in its bare essentials, the philosophy we plan to offer when the child is ready for it. It would not hurt even to choose and memorize in advance a few key words and phrases. I have seen too many good ideas fail to register—even at the exact "psychological moment"—because of fumbling speech.

I have my own religious philosophy, but it might not suit many others and I shall not try to describe it here. Only this: Be honest! The honest answer to some questions is, "We do not know" or "The wisest men do not agree." If we can learn to give these answers courageously instead of timidly and apologetically, we can give spiritual guidance. The crowning glory of a free, democratic society is the spiritually mature person. He is the person who—whether kneeling before the cross or lifting his face to the open sky—can say, "I learn, I wonder, and I love!" This, too, is prayer.

*Joseph K. Folsom is professor of sociology at Vassar College and chairman of the Committee on Parent Education of the National Congress of Parents and Teachers.*



*A Report from Washington*

A MOTHER in the Pentagon is working on a plan that affects her as deeply as it will millions of other American mothers. Mrs. Anna Rosenberg, Assistant Secretary of Defense, is using charts and statistics to develop a "defense manpower policy" and "integrated military procurement." In the end these terms will mean one thing: Come July or August, your 18-year-old son *may* be mustered for military training and duty lasting two years or more. Mrs. Rosenberg says she understands the "pangs this may bring to mothers" since her own son served in World War II.

She is working under orders of George C. Marshall, Secretary of Defense, and the chiefs of staff. These gentlemen, with and without brass, have the job of guaranteeing the military safety of our country. They believe we need a standing armed force of 3,200,000 by June 30. Now, that 3,200,000 is a huge number when you compare it with the peacetime army of 100,000 we have had in normal years. But that same 3,200,000 shrinks when you compare it with the millions of men kept under arms by Soviet Russia or China.

Mrs. Rosenberg's job is to find the men for our enlarged army, and the Pentagon is specific about the kind of men it wants. "Killers are needed for the defense of the country—nothing else," one general said. And when General Lewis B. Hershey testified in Congress he said: "Let's not kid ourselves into believing that military training is a picnic. What the nation needs are killers for survival."

Killers are best developed not from married men with children or from men past 25 but from 18-year-old boys. That is why the Pentagon has set its military heart on taking the 18-year-olds—Congress and the nation's mothers willing.

Not to take these young men, Mrs. Rosenberg's charts will show you with stark emphasis, would mean taking men in the "older" age groups, from 19 to 25 or even 29. It would mean taking, first, married men without children, then fathers, then veterans without dependents, then veterans with dependents, men of very low physical ability, and ultimately workers essential in industry and business. And to build an army of these men would bring one headache after another: appeals for deferment, appeals from employers who don't want to lose skilled and experienced technicians, mass rejections for reasons of health and lowered physical vigor. Finally, it would require the politically unpopular act of asking veterans, who have already served their country, to get into uniform once again.

# The Pentagon Plans Your Boy's Future

B. P. Brodinsky

## If He's Eighteen—

Assume it is July. The great debates in Congress are over. The Pentagon has had its way. What will happen to your boy?

At 17 your boy will register with his selective service board but will continue life as before. The crucial time is his eighteenth birthday. If at 18 he is still in his last months or weeks of high school he will be permitted to take his diploma. However, if he has not graduated by the time he is 19 he may be inducted anyway. If he starts college before his eighteenth birthday he will not be drafted until after he has completed at least one year of college.

But most boys who reach 18 face a clean break in their lives. They are graduated from high school at just about that time. Some make plans to enter college. Some look for jobs. Some pack a well-worn suitcase and go to seek their fortunes in another city, another state. "Boys at 18 have a tendency to leave their home environment," said General Omar Bradley before the Senate Preparedness Subcommittee. "They would be no worse off in military life than at home. Some who are without benefit of home guidance would be better off under military guidance." So unless citizens raise a great protest or peace breaks out, the military will lay claim to your boy's time when he reaches 18.

the military wants *universal* service. This is based on the philosophy that every male must pay the country a tax, not in dollars but in months of service. The tax idea of military service recognizes no exemptions. Everyone pays. This means, of course, that the 4-F category will no longer exist, even though Mrs. Rosenberg's charts show that among the million or so young men who will reach 18 this July, there will be some twenty thousand with physical defects. The Pentagon is ready to correct these defects "by health measures"—a hernia operation, special glasses, corrective shoes for flat feet. Those who cannot be salvaged for regular military duty will be assigned to other jobs in uniform, but in uniform they will go. Only the severely crippled—physically, mentally, or morally—will be left unclaimed.

Once a boy takes his oath as a G.I. he will go through a training period of from four to six months. After that he will go into the regular armed forces for a period that may range from one month to twenty-three months, depending on what happens—not only on the battlefields but in the conference rooms of the United Nations. To get the total picture of the young man's military fortunes, this fact should be added: After his twenty-seven months of service he will go into the reserves for a period of three to six years.

## Will Education Be Interrupted?

What about college? What about an apprenticeship or a job? Do the Pentagon's plans mean that the American boy must give up his own plans for a career? Not at all. In fact, if there is one definite piece of advice to be given a young man approaching 18, it is that he plan his civilian life with the confidence that he will march straight to his goal—whether it be a profession, a business, or a wage-earning career. He must not permit the tempest of the times to be an excuse for indecision. He must not permit himself to be swayed by the day's headlines. He must look at his life in its entirety and recognize that the months of military service are but a short interruption. Approximately two or three years of military duty out of a minimum forty-year working life represents a modest contribution.

Both for their own sake and for the sake of national security young men should plan for college because many of them will and must continue their education. Although all may be eligible for induction at one time, not all 18-year-olds will be inducted into the Army at once. It takes time to build and equip an army. The Pentagon, for example, plans to take only about 450,000 young men this summer. This means that about 400,000 more 18-year-olds may not be called until September or even January 1952. In addition, some 75,000 boys will be deferred a year and permitted to enroll in college—but only after their four-month period of basic military training.



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Secretary Marshall and his aide, Mrs. Rosenberg, confer over defense plans for the nation.

At this point remember that the Pentagon is after a change in the American idea of military service. For a hundred and seventy years we have believed in *selective* service. We have believed that only men who are best fitted physically and who can best be spared from civilian life should serve. In 1918 the selection began when the Secretary of War, blindfolded, dipped his hand into a fish bowl and picked a number held by a few thousand men.

The fish-bowl days of choosing soldiers are gone;

Notice that word *deferred*. Deferment means that a boy's active service is put off a year or two, or until he completes his college training. After his college work he will still have to serve his hitch.

All over this country educators are spending their nights brooding over the great puzzle of 1951: how to devise a plan for spotting the 75,000 or so boys who should be deferred for college. Some say that only those who plan to take engineering, chemistry, and other natural sciences immediately useful to the military should stay in college. Others say that only students making the highest grades on a national test should be deferred. And still others say that each of the forty-eight states should find its own way of spotting these prospective college students.

The cry of "Aristocracy!" will be raised against the students who are deferred. Most college students come from well-to-do families, and the bulk of those who are deferred will inevitably represent the higher income group. To avoid such a charge the Pentagon suggests that the federal government offer scholarships to young men who cannot afford to go to college. Congress will no doubt be slow to accept this suggestion, since it has refused to provide scholarships for more than a decade despite the clamor of many groups.

The Pentagon has a direct interest in seeing that boys continue their education to become doctors, chemists, dentists, bacteriologists, physicists. Training these specialists is as much a job for the military as training men to fight. In fact, part of the Pentagon plan is to send to professional and technical schools about 50,000 draftees a year (over and above the 75,000 deferred college students), pay for their education, and commandeer their services after they graduate.

Scholarships or no, draft or no, young people should have a plan for work or school after they graduate from high school. Many 18-year-old boys will be able to put their plan into action immediately. Others may wait until after the interruption of military service.

### A Soldier's Life

What is ahead for the boy who is drafted? The Pentagon makes no bones about its intention to turn each recruit into a fighting machine. No one will be exempt from basic training, which, according to General Mark Clark, is the most "arduous individual training in the United States." The recruit will learn to fire rifles and carbines. He will learn to read maps. He will march, bivouac, cover and conceal himself. In a so-called infiltration course he will crawl over ground covered with barbed wire entanglements while "live" bullets whistle overhead. He will drive over obstacles while explosives go off near by. In a close combat course he and his buddies will be confronted with unexpected targets, and a combat-in-the-street

course will teach him how to fight in streets and alleys. Approximately one third of such training will take place at night.

After basic training, thousands of recruits may find themselves in any one of the hundreds of service schools where the Army, Navy, or Air Force teach everything from cooking to electronics. Boys are selected for these schools because they show aptitude for a certain skill or because the unit commander needs men trained in "specialties," which may be truck driving, stenography, or laundry operation.

In addition, military commanders call upon their soldiers to do every type of job that is carried on in civilian life except farming and mining. Men in uniform have operated railroads. They run and repair machines. They keep books and they clerk. They take photographs and they operate adding machines. In the armed forces, therefore, the young boy has a great opportunity to learn and to practice skills that have a market value in civilian life.

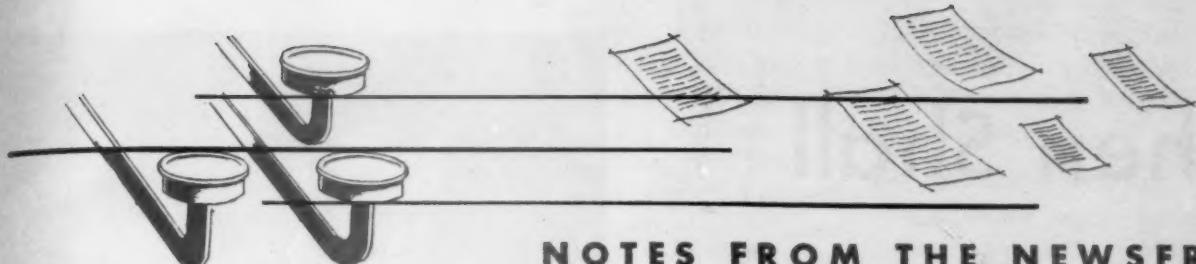
Through the United States Armed Forces Institute boys may receive free correspondence lessons on any subject they want, including poetry, philosophy, and calculus. Once a week they will attend troop information programs where "bull sessions" and movies will explain to them why they are fighting, what the Senate is doing this week, and what recent action has been taken by the State Department.

The Pentagon promises that each camp will have ample facilities for recreation and play. The recruit will relax, write letters, and read in libraries and recreation centers on the base. Chaplains of all faiths will be on hand to minister to his spiritual needs. Beer and liquor will be kept as far away from the camp as possible. And when the Department of Defense was asked, "What is your answer to the theory that removing 18-year-old boys from their homes subjects them to improper associations and influences?" the answer was this: "A man's moral stamina and spiritual strength is a matter of his training at home and his environment. If UMT [universal military training] associations are immoral or degrading, then it is the American people who are at fault. For the trainees in this program would constitute an average cross section of American youth."

### What Can the Schools Do?

Meanwhile what about the boy who is 16, 15, or even 14? He too will serve in the armed forces—in time. Best opinion is that the United States is in for from ten to twenty years of tension. It may or may not flare into atomic warfare, but the tension will be there. And Congress is thinking of long-range as well as short-range plans. "Even boys now in kindergarten," one general said, "will be in uniform when they grow up."

(Continued on page 32)



## NOTES FROM THE NEWSFRONT

**Holding Their Own.**—Although educators everywhere are concerned about the problem posed by boys and girls who drop out of high school before graduation, the record of the Middle West is the best in the nation. A recently completed inquiry by the U.S. Office of Education found that the high schools of Wisconsin, Nebraska, and Minnesota, closely followed by those of Iowa, Illinois, and Kansas, have the highest holding power.

**Chilly Cheer.**—Despite a stubborn belief to the contrary, it is impossible to freeze to death. A sensitive little organ at the back of the head, known as the hypothalamus, acts as a thermostat, notifying the pituitary gland when to send up more body heat and when to reduce it. That's why for short periods at a time man can survive outdoor temperatures of well below zero. But once his body temperature drops below 77 degrees, he usually dies—not from cold but from suffocation.

**Man's Humanity to Man.**—For its pioneering efforts in bringing about better understanding between all groups of the American population, the University of Miami has been honored by the National Conference of Christians and Jews. The citation commended the university's vision and statesmanship in "coordinating the knowledge of the social sciences, the methods of education, and the values of religion to deal with the problems of man's relation to man."

**Statistics That Stick.**—Children of the slums live dangerously close to death and delinquency. Their chances of running counter to the law, for example, are twenty times greater than for children of better neighborhoods. So, too, the infant death rate is two and a half times higher, and pneumonia and tuberculosis, respectively, take four and twelve times a greater toll.

**Take a Number, Please.**—Given a choice, most people are likely to pick 7. So a series of tests carried on by psychologists have shown. The number 8, on the other hand, seems to be nobody's favorite. In order of their popularity the numbers are 7, 9, 3, 5, 4, 6, 2, 1, and 8.

**Far and Near.**—Now that one American family in five owns a television set, the question of eyestrain has been debated almost as loudly as is the quality of programs. Eye specialists, to whom the issue was put by the editors of the A.M.A. *Journal*, agree that the most comfortable distance from a small or moderate-sized screen should be roughly ten times the diameter of the screen. They advise against anyone's sitting closer than five feet but admit that only comfort, not health, is at stake.

**Meals for Mental Patients.**—Food for thought, that familiar figure of speech, is being taken literally by Dr. Julius L. Steinfeld, director of the Forest Sanitarium at

Des Plaines, Illinois. Dr. Steinfeld has been experimenting with diet in the treatment of sick minds and has succeeded in producing an acid condition similar to that found in patients following shock therapy. His findings arouse hope that a new method for treating certain mental disorders may be in the offing.

**Riddle for Gropers.**—What is it that can be seen better with one eye than with two? Answer: A seat in a dark theater. The trick, according to a University of Illinois professor who submitted the suggestion to the manager of a Chicago motion picture house, is to close one eye before entering the darkened room, then, once inside, quickly to open that eye and close the other one. The eye already accustomed to darkness steers you safely to that elusive empty seat.

**No Time To Kill.**—Where does the teacher's time go? Not all of it into classroom teaching, that's certain. Actually, not more than 50 per cent of it is spent that way, according to a new study by the research division of the N.E.A. Nearly as many hours go into class preparation, correcting papers, making reports, study hall and monitoring duty, and sponsoring activities.

**Ignoring Geography.**—Is it surprising that college students of average ability are barely able to locate as many as four European countries, two South American countries, and thirty-two of the forty-eight states of their own country? Hardly, if the facts revealed by the latest *New York Times* survey are borne in mind. For 94 per cent of American liberal arts colleges do not require geography for a degree, and only one college requires a high school course in geography for admission. What's more, geography was found to be neglected even in high school and elementary school curriculums—this in an age when the whole world has become every citizen's backyard.

**A la Mode.**—What will your next winter coat be like? Will it be lined, perhaps with aluminum? That possibility is not nearly as farfetched as it may sound, for already such coats have been shown in a few stores. By a process known as Milium, almost any fabric except the rubberized kind can be treated with aluminum to reflect back and so conserve body warmth. Meanwhile scientists continue to work on other wonder fabrics made from corn, natural gas, oxygen, nitrogen, and brine.

### A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 4-51, this means that your subscription will expire with the April *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the May issue. Send \$1.25 to the *National Parent-Teacher*, 600 South Michigan Boulevard, Chicago 5, Illinois.

# When Shall They Marry?

*How can our young men and women be helped to realize the responsibilities involved in marriage? How can they be shielded, as far as possible, from the danger of an impulsive act that may mar their entire future? On the other hand, how can they be encouraged to use careful and conscientious judgment so they will make the wise decision? These questions are here considered by one who is well experienced in family relationships.*

This is the seventh article in the adolescent series of the "Growing Toward Maturity" study courses. The study group program for this article is on page 35.

WHAT GOOD does it do us, the parents, to read an article about when our young people shall marry? Certainly they don't often come and ask our advice. But the fact remains that the clearer our own thinking is on this matter, the better we shall be able to meet a possible emergency. When a son or daughter, perhaps a brilliant student "with a future," seems to be drifting into marriage while still in the teens, our feelings may cloud the issue if we haven't thought the problem through in advance.

And young people themselves—those not contemplating matrimony right away—frequently want enlightenment on the pros and

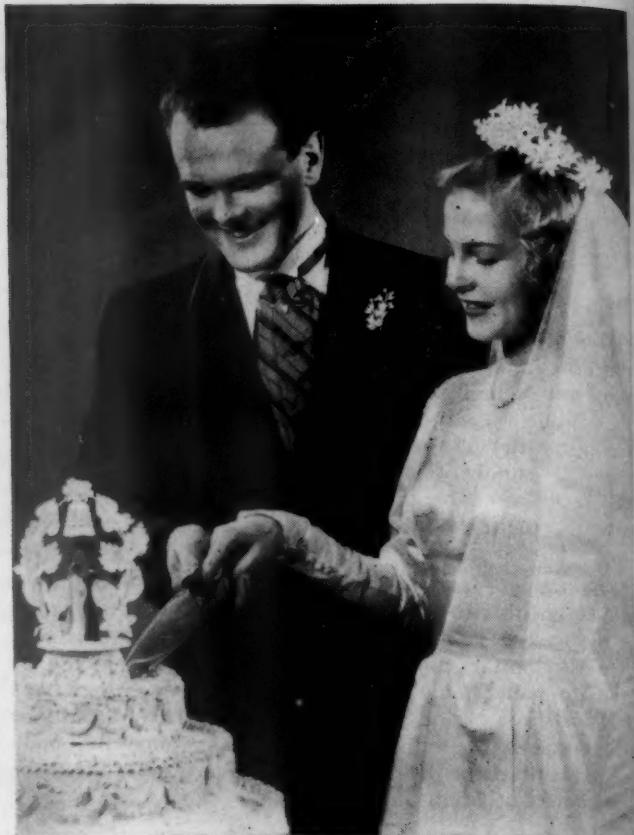
cons of marrying at one age or another. If they can talk over the whole question before they become emotionally involved, they may be far more receptive to the ideas of older, more experienced observers and more objective in weighing the evidence put before them. Even when they do become very personally interested in marriage, many of them will welcome a quiet discussion with someone who has no ax to grind.

At the same time, therefore, that a young person is discussing his total life plans with a disinterested counselor, it would be to his or her advantage to talk about the desirable age for marrying. It would be better still, perhaps, for

the subject to be presented to a group of boys and girls by a teacher, a parent, or someone else in whom they have confidence. Then let them throw all their questions into the hopper. Their comments can't help bringing their anxieties and needs out into the open.

## The Whys of Waiting

What are some of the facts? And what is the significance of these facts? First of all, most girls marry between the ages of eighteen and twenty-three, most men between twenty and twenty-five. Naturally this does not prove that these are the ideal ages for marriage. People used to die much earlier than they do now, but that did not mean that



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Gladys Hoagland Groves

they had found the ideal time to quit living.

There are specific reasons why most people marry within a certain age period. Americans, for example, marry earlier than do the people of some other countries because ours is a nation in which a husband is usually able to support a family before he is twenty-five. Whether a particular young man is ready to become a breadwinner at the age of twenty is another question, one that applies to him as an individual and takes into account how much additional training he needs to make full use of his interests and capabilities.

The ambitious young man should look into the early life of the older men whom he considers successful and in whose footsteps he would like to follow—find out when they married and how soon their family responsibilities began. If his family background and his personal preference incline him toward the life of a small businessman, he might interview a few such businessmen. He may possibly find that among this group marriage at twenty or younger is not uncommon. On the other hand, if he is seriously bent on entering a profession, he may find among professional groups quite the opposite

pattern—postponement of marriage to the middle or late twenties. It is the exceptional person who succeeds in combining marriage with prolonged study and the low income that is part of getting started in a highly demanding work.

But suppose a young man is set on undertaking the double task of marrying and at the same time continuing his education. Then he needs to select his wife with great wisdom to make sure that she shares the same determination and qualities of character that can withstand the year in, year out grind of a program that demands strength and unity.

Good judgment in deciding when as well as whom to marry is not usually associated with youth. Amount and kind of experience and observation, insight into the feelings of others, understanding of the origins of one's own feelings—these are the things on which a wise decision depends. Many people never develop what we call good judgment, no matter how long they live. Others seem wise in money matters or in their own field of special knowledge and yet are at a loss how to size up other people or how to understand or manage themselves in affairs of the heart. Some trust no one and live a lonely

life, while others are an easy prey to unscrupulous men and women who exploit their unsatisfied craving for affection.

### No Romantic Retreat

We cannot expect young people who are especially lacking in judgment—and therefore are usually the ones to make serious mistakes regarding the time and partner for marriage—always to be wise enough, docile enough, to wait until their judgment matures. But we can try to show all young people in advance what is involved in marrying at one age rather than another. By so doing we may give them firmer grounds than their unconscious motivations on which to base their decisions.

In the early stages of growing up the boy and girl may only be in love with love and not with each other. They are so excited by being together or thinking of each other that neither one sees the other clearly enough to learn what he or she is really like and whether they would get on well together in the years ahead.

Even when a couple have known each other for a long time, they may be mistaken in their estimate of each other's character. This is particularly true of young people, for we know that the younger a person is, the more of a gamble it is to try to tell what he or she will be like in maturity. If prediction is tricky for the experts in human development and behavior, how much more risky is it for the nonexpert who, besides having little ability in this direction, is also "madly in love" with his subject!

Let us assume, however, that by good luck or intuition or unusually good judgment the couple who marry younger than most are fairly well suited to each other. What will their situation be?

If they are typical of many who marry in the teens, they think of marriage as one long excitement of love, glamour, and romance. When they find that it also brings responsibilities, they are likely to



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become disillusioned. Faced with the fact that what they do not do for themselves and each other nobody else does for them, they may begin to blame each other or blame marriage itself for their feeling of having been cheated.

We also know that the person who marries very young is probably marrying to escape from something. He or she may be trying to get away from the hard discipline of home or school. To go into anything chiefly to escape from a less desirable situation is to handicap the new undertaking. Unless there is also the positive pull of a strong desire for the real values of the new enterprise, it, too, is likely to become a hardship from which the fainthearted will soon want to withdraw.

### Love for a Lifetime

Those who feel so sure of their love that they want hurriedly to put it to the test of marriage should first prove it by putting it to the test of time. There will be plenty of time in marriage to uncover inadequacies in either mate. But the strategic season for finding out the probability of the couple's being able to enjoy each other's company for the rest of their lives is before they marry. And again time is the great test. A love that beckons to a lifetime together is surely worth some years of preparation.

Even before becoming engaged, the prudent young person will give himself every chance to date as many friends as possible. All of us need a basis for comparison. The more girls a boy knows and the more boys a girl knows, the better qualified each will be to make a wise selection of "the one and only." Moreover, they will discover the rich variety of human nature and the possibility of liking many people for different reasons. Out of such experiences they will also expand their own personalities.

Unless the boy and girl who single each other out have had unusually helpful opportunities to get to know each other's personal-

ity, character, behavior, family, friends, and background, as well as life philosophy and practical approach toward making dreams come true, they should take time out to do so even before thinking of an engagement.

We know from the experience of many young couples that similarity of background and of tastes has a great deal to do with success in marriage. Take something as simple as a love for music or for sports. How much pleasure is to be had when two people share an enthusiasm! The same is true of other things in life that mean so much. Money or the lack of it, often thought to be a stumbling block to marital adjustment, may make a difference, but in itself cannot make or break a marriage. Two people can resolve the money question if other more important elements are present—a sound sense of values and a will to work toward the same goals.

Naturally, each one shows the other his or her best side at first. However, if enough time is allowed to lapse, the real self will gradually emerge. In the first few months of "going steady," each may see only the other's gentler side. If they are already married before one or the other begins to whine, give way to bursts of temper, or show other disagreeable traits, disenchantment is the inevitable result. But if they have a chance to get used to each other's weaknesses while still single, they can learn what it means to take each other for worse as well as for better. They are then in a position to decide more realistically whether they want to live together "forever after."

It takes time for companionship to grow. Yet time is a sound investment if one is to hope for happy companionship in marriage. Moreover, plenty of time must be allowed for its tender growth. Companionship does not necessarily result from romance; it has to be cultivated for its own sake—preferably before marriage.

Those who marry too young are

simply not ready to do their part in the marriage partnership. They may have neither the skills nor the means of acquiring them. They may not even have the wish to learn and practice such unromantic accomplishments as cooking, cleaning, washing, ironing, or earning money for rent, food, and clothes. The slightly older young man and woman, on the other hand, have had more opportunity to become mature enough to realize that marriage means accepting responsibility.

### Ready for Reality

While it is true that marriage is a maturing experience, it may work undue hardship on the spouse if the girl-bride has not yet broken away from her mother, or if the boy-groom has not been weaned away from dependence on his home. Before marrying, each should at least have lived away from home and have earned his own living for a year or more in a place far enough from home to encourage independence of thought and action.

So it becomes clear that there is no readymade answer to the question: When shall they marry? The right age is an individual problem, having less to do with birthdays than with emotional maturity. The important point for parents, especially today when there is an upsurge of hasty marriages owing to world conflict, is to make certain that young people do not enter upon marriage blindly. By helping them to visualize the obligations of marriage, by holding up before them the necessity of knowing each other well, the wise counselor will help young people to find in marriage the joy and comfort that will make their lives together satisfying and complete.

Gladys Hoagland Groves is executive director of the Marriage and Family Council at Chapel Hill, North Carolina, and co-author of several books on marriage and parenthood, the most recent of which is *The Married Woman*, published last January.

# What We Know About the Development of Healthy Personalities

2

IN ADOLESCENCE the young person, with an almost new body and new feelings, must find himself all over again. His advancing grownupness may even bring out his sense of rivalry with his parents. While one side of him aspires toward the ideal of maturity the other side, frightened by its inexperience, clings to childhood dependence. But this latter side cannot admit its own timidity and loudly protests that it is the parents who will not let the child grow up or

trust him. During adolescence, too, friendships and crushes take on a new importance and intensity.

Many educators and others who work with youth feel that our society has done less to meet the needs of this age group, even on a theoretical basis, than it has the needs of other ages. With our justified faith in education we keep our youth in the status of school pupils at least until they are sixteen or eighteen (in the case of psychiatrists, until they are thirty-five). Usually, moreover, we do this in a fashion that denies them an adequate sense of being accepted into the grown-up world and of taking a dignified part in it.

So these boys and girls are forced to consolidate with each other instead of with us. The exaggerated manners of the bobby-soxers, the zoot-suiters, and the Joe Colleges are not harmful in themselves, but they should be reproaches to us that we have diverted

*"Growing Up and Being Grown Up" might well be the subtitle of this, the second part of Dr. Spock's key address given at the Midcentury White House Conference on Children and Youth last December.*

*One of America's leading authorities on child development, Dr. Spock is blessed a thousand times a day by mothers who keep his Pocket Book of Baby and Child Care always within reach.*

Benjamin Spock, M.D.



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away from valuable channels so much energy, so much desire to belong.

Aside from the immense inertia of our institutions and customs there is no good reason why we cannot improve this situation. The prospect that most of our youth will have to do armed service makes it even more urgent that we get at the job without delay.

Emotional disturbances are unfortunate enough at any stage of life. In adolescence, however, there is a greater likelihood that they will be "acted out" in antisocial, delinquent behavior. This not only pushes the child outside the pale at an age when acceptance by the group is particularly vital, but it often embroils him with the police, the courts, and corrective institutions. We know today that delinquent behavior is only a reflection of what the child has received from parents and society. We know that the experience of being branded and of serving time in an institution which is not ideally organized and staffed frequently hardens the heart of the young offender. Yet in most parts of this country we unfortunately show little recognition of our responsibility.

### How the Circle Widens

It is only after truly finding himself in the earlier phases of adolescence that the youth is able to reach a more mature level on which he is capable of intimate friendship and love for others. Often it is the friendships formed in late adolescence that last most intensely through the best of life—that is, through the time when most marriages are made.

Finally, after the other stages have been lived through, comes true maturity. The adult emerges from his absorption in those he loves most closely and includes wider and wider circles in his concern. The father and mother produce children and love them truly. They make every necessary sacrifice for them—not the loudly protesting sacrifice or the forced one but the spontaneous, uncounted one. Though each parent's devotion is given freely to the children, the other parent does not feel that this is being subtracted from his share.

The love of good parents does not try to possess the child or keep him a babyish plaything or force him to act out their ambitions. It is a love that, without having to be reminded, naturally respects the child as a person and enjoys seeing his potentialities unfold. True parental love goes further and considers the child not as a family possession but as a trust held for the community. This is so because mature people have a deep sense of themselves as participants in a wider society, owing allegiance to the spiritual aspirations of that society.

We know some of the more obvious obstacles that interfere with the development of the final stages of maturity. The inability of the world to achieve

peace keeps us all anxious and suspicious. In America we have not yet succeeded in stabilizing and integrating our spiritual ideals. Our lack of set traditions has been one of the reasons for our progress, but it has also robbed many of us of the secure enjoyment of life that stable traditions give to other societies. And certainly some of the ideals that are constantly held up to us by advertisements, by motion pictures, and by radio—such ideals as youthfulness, wealth, and sophistication—may not be vicious, but they are not the prime parental virtues either.

### Why Parents Are Uneasy

What are the more specific difficulties of parents that we of my profession see in our offices and



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clinics? There is the anxiety that so many feel when facing the care of their first child. One good reason for this is inexperience. In simpler societies girls and boys take care of their younger brothers and sisters from early childhood right through adolescence. They never have a chance to forget how to hold a baby's head, what to feed him, or how to make him behave.

Our respect for scientific authority has also created anxiety because it has robbed young parents of a natural confidence in their ability to take care of their children and made them vulnerable to every shift of scientific discovery and opinion. In earlier days parents never doubted that they knew what was right. Now they must ask, "What's the latest theory?"

And again—why are married mothers of even young children going to work in ever increasing numbers? Is it, as they say, because the payments on the new

house are so high? Is it that working in an office is more companionable or more exciting than staying at home? Is it that caring for children makes them tense and irritable? These questions are important ones, to which we had better find some solutions soon.

Anyone who works with parents—as physician, nurse, social worker, teacher—finds mothers who are resentful, either frankly or covertly, about their role as housekeeper and child rearer. One root may go back to rivalry with a brother or to antagonism toward the mother in early childhood. Another may go back to the fact that most of our schools, from kindergarten through college, focus largely on the world outside the home. With all the attention being given to commerce, science, technology, the arts, communication, and politics it is hard for a girl not to get the idea that the only contributions the world respects are in these fields.

For boys, too, our education neglects, out of all proportion, the importance and the satisfactions of human relations, of family living, of rearing fine children. Incidentally, this failure of the schools to sensitize men to human feelings impairs the effectiveness and happiness of men not only in their roles as fathers but in their roles as lawyers, doctors, factory workers, and husbands.

Have we, with all our proud inventiveness in taking some of the drudgery out of housework and child care, ignored the emotional aspects of the problem? Have we left even the most loving of mothers feeling anchored, isolated, and bored when there is a young child to keep her at home? Photographs in the *National Geographic Magazine* and Margaret Mead's motion pictures of primitive societies show the mothers sitting around in a clearing between their huts, enjoying each other's company while they weave, cook, and watch the children. Couldn't we try the same idea with a glamorized community center right in the midst of a shopping district? Children would be welcomed there, and nursery school teachers would help keep them busy. Mothers could spend a couple of hours gossiping, sewing, modeling clay, watching a style show or an educational motion picture.

### Misfits in the Making

I would emphasize once more, before I conclude, that though our knowledge of most aspects of personality development is incomplete, there is plenty of knowledge available with which we can do an infinitely better job than we are doing today. To my mind the most obvious and immediate needs are to provide more and earlier help for emotionally neglected children and to improve our schools.

Who are the emotionally neglected children? They are those who know no warm, embracing, steady parental love. They are first of all those who have

no parents, those for whom we must find good homes and good parents.

Much has been done to eradicate gross abuses in adoption procedures here in America, but many well-planned adoptions still go wrong. The adopted child is often a victim of doubts—in himself and in his new parents. Child-placing agencies are groping for better, surer ways of selecting homes. There is surely an urgent need for careful, scientific studies of this whole problem.

Then there are the children by the thousands who are being neglected in their own homes. Social workers, teachers, and physicians see such children regularly. They say, "If only we could find good foster care or a first-class nursery school for this child!" Too often none are available. We can see the child's personality being warped right in front of our eyes. We know that he has a good chance of growing up irresponsible, self-centered, impulsive. He won't be able to hold a job. He will make life miserable for his family.

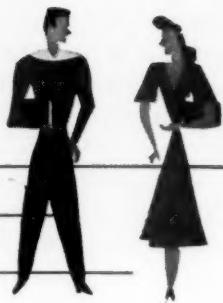
If we are serious about fostering healthy personalities, here is one place to begin. Who is to salvage these children if we do not? They say it costs about thirty thousand dollars to catch, convict, and imprison a felon. Society pays this bill because it thinks it has to. We are, furthermore, getting ready to spend tens of billions a year on arms because we believe it is urgently necessary. Yet last year we said, in effect, that we could not afford to spend ten million dollars extra for mental health and for child welfare.

One of the troubles is that we who know something about children's needs do not speak up with conviction when questions of social services, welfare, and social security are being considered. Another is that we have failed to prove to others—by studies and demonstrations and investigations—that our solutions are worth while and even economical.

### The First Inquiry

In closing may I say that I think the most fundamental question we need to ask ourselves is "Why are so many parents unable to enjoy their children?" We know what some of the reasons are in individual cases, and we know that individual psychotherapy can often be effective in such cases. But we have not studied the problem from a broad public health point of view, and we have not begun to think of broad solutions. One of our significant investigations should be to see what educational methods, from nursery school through college, can do to keep alive that sense of delight which is usually present in childhood. Then we may discover what can be done to bring boys and girls to adulthood with the feeling that there is no more important, honorable, and soul-satisfying job than having children and caring for them.

## WHAT'S HAPPENING IN Education?



• We are considering sending our senior class on a trip to Washington, D. C., in the spring. I have heard teachers who have taken a group on such a trip say "Never again." Yet it seems to me most desirable for young citizens to see the home of our national government. Can a Washington trip be made painless, so to speak?—H. F. C.

I'd say you are probably too late for this year. The trip to Washington or to the U.N. or any other place requires careful advance planning to assure success. Schools that do this sort of thing best begin in the early fall to study about Washington, collect money, make reservations, and so on. And since between three hundred thousand and five hundred thousand students visit the District of Columbia annually, enough schools must find the experience satisfactory to return year after year.

I'm told there is a new booklet on how to plan and conduct a school trip to Washington, prepared by the National Education Association in cooperation with the Washington, D. C., Board of Trade. For a copy I suggest that you write to Paul H. Kinsel, director of travel service, N.E.A., 1201 Sixteenth Street Northwest, Washington 6.

During the years I lived in Washington I saw numerous examples, both good and bad, of school tours to that city. Many hotels avoid housing high school groups because of the bad manners of some students. For many young people this trip is a very exciting adventure, so stimulating that they do not want to go to bed. Their shouts and loud talk across echoing hotel courts at late hours disturb other guests and give headaches to the hotel managers. Planning for the Washington trip should certainly include instruction on how to conduct oneself on a train, bus, or plane, how to live in a hotel, table manners, tipping, and the like.

Unfortunately the federal government has never done much to insure the proper reception of citizens, young or old. Many a youngster leaves Washington with three major impressions: that the FBI is perhaps the only efficient federal agency, that most members of Congress play hooky most of the time, and

that the Bureau of Engraving and Printing prints a tremendous number of stamps and bills. Of all federal agencies only the FBI has been smart enough to develop an adequate demonstration for visitors. The great educational potentialities of a visit to Washington have been almost totally neglected by the rest of our government.

Washington might well learn from the United Nations. Soon the U.N. staff will be ready to receive visiting groups in its new Manhattan headquarters. At Lake Success the staff also welcomes groups and systematically schedules their visits. Competent guides, carefully trained, accompany groups and explain U.N. organization and operating methods.

Europe, despite its austerity in almost everything, seems to manage school trips better than we do. Everywhere I went I saw teachers guiding boys and girls on educational excursions. I saw them at Versailles, at the Monksberg Castle in Salzburg (see the photograph I took of one group), in Venice, and in Denmark. At Copenhagen the government maintains an old square-rigged wooden warship, the *Jylland*, to house groups of children and their teachers



An Austrian teacher takes her class through the sixteenth-century Monksberg Castle at Salzburg.  
© Bonfwell

at special low rates while they sight-see in Denmark's capital. Our schools and government have much to learn from Europe on the score of educational travel.

• I attended summer school last year in order to satisfy certification requirements. Can I deduct these expenses on my income tax declaration?—E. M. D.

There has been much interest in this question since a Virginia teacher last spring won a federal court decision permitting her to deduct such costs as "business expenses." The best recent advice I know comes from Robert D. Bailey, executive secretary of the New Hampshire State Teachers Association:

When you make out your income tax return for 1950, consider as deductible expenses the money you spent for summer school or educational travel which can be considered as part of the terms of your employment. When this form is processed by the Bureau of Internal Revenue they will do one of two things: (1) They will either allow this exemption as you have claimed it, or (2) they will bill you for the amount deducted, claiming it is not allowable.

If they do (1) nothing more will happen. If under (2) they try to collect what you have deducted, then you can protest by taking the matter to a circuit court of appeals, hoping to gain what the teacher in Virginia gained and to do what some others in the country have done.

Obviously this costly procedure will defeat most teachers from ever benefiting from the deductions claimed above. However, the picture is not as black as it appears. . . . In the first place these deductions have been allowable by other court decisions over the last three years, so that a teacher may apply for refunds of the expenses for the above purposes in 1947, 1948, and 1949. This means that a person attending summer school or traveling during the past three years prior to 1950, plus 1950, can apply for four years' deductions. These . . . may be applied for on Form 843, entitled "Refund Forms," obtainable from your nearest collector of internal revenue.

Mr. Bailey adds that a group of three hundred teachers, by paying one dollar each, could raise the sum necessary to file an appeal.

You will want to know what expenses can be deducted. The Virginia teacher won her case on claims covering tuition, transportation to and from Teachers College, Columbia University, and board, room, and books. Note Mr. Bailey's phrase, "considered as part of the terms of your employment." If you take work to satisfy certification requirements, if your school system encourages professional improvement by paying additional salary for higher degrees, or if your school board recognizes educational travel as contributory to professional improvement, you will have strong claims for tax deductions.

• I am a member of a P.T.A. committee set up to bring parents in more active contact with our school. We know that parents would like to do more, but they don't want to push themselves in where they are not wanted. We teachers, on the other hand, often wonder whether they will be offended if we ask them

(through the P.T.A.) to do something. What do other schools do about this?—H. A. B.

To begin with, they bring the whole thing to light in their parent-teacher meetings, with free discussion of every possibility for closer cooperation. And as a result there has been an increasingly stronger sense of the parent-teacher partnership over the years.

In addition to the publications of the National Congress of Parents and Teachers there are others that may be of practical help to you. You will have to wait a few weeks before you can read a new booklet by the editor of this magazine, Eva H. Grant, which will be published by Science Research Associates, 228 South Wabash Avenue, Chicago 3, Illinois. It will be entitled *Do Parents and Teachers Get Along?* and will sell for forty cents.

One of the best how-to-do-it guides is *Fifty Teachers to a Classroom*, another booklet, which can be obtained from the Macmillan Company, 60 Fifth Avenue, New York 11, New York, for sixty-five cents. Here you will find what five suburban New York City communities are doing to recruit human resources for educational purposes. Examples cited in the booklet will suggest other ideas to you and your committee:

A representative of a lighting company brought models of meters to a class in arithmetic. He described how they worked and taught the members of the class how to read meters. He also showed them how to estimate the cost of gas and electricity consumed in the home. . . .

When a class was studying the arts and crafts of colonial America, a grandmother of one of the boys came to school to demonstrate weaving to the children. She brought her own loom and showed them how to weave. Later they made their own looms and did some weaving.

A father, a major league baseball player, came to school to talk on good sportsmanship. His remarks were addressed to a class whose members had been having difficulty in getting along together.

A buyer for a nationally known clothing concern came to school with various sizes of boys' suits and jackets in a variety of materials. He gave an approximate idea of the characteristics of each material and what to expect of it. . . . He then had boys in the audience model the clothing by walking up and down the aisles. . . .

A Negro policeman, well known to the students, was asked to appear at an assembly during Brotherhood Week and to join staff members of various races and creeds in presenting his views of Americanism. His contribution proved to be one of the most genuine and convincing given during the Brotherhood Week series.

You will say "Such fine programs don't just happen." Quite right. They require hard work on the part of not one but many P.T.A. committees, other groups, and school personnel. For a somewhat different development of this idea, go back to your October 1950 *National Parent-Teacher* and reread "Oregon Parents Teach for a Day" on page 31.

—WILLIAM D. BOUTWELL

# *Lots of People Are Human*

7

## The Need for Security

TWICE within recent months when I have, in public lectures, spoken of the child's need for security, I have been challenged in a manner that has made me back up and try to explain, "But that isn't what I meant . . . ."

On the first occasion a disgusted and somewhat irate father of three cornered me on my way out of the hall: "When you talked about the obligation of parents to give their children a sense of security, were you trying to be funny?"

The question caught me so off guard—since I thought I had been almost overly serious in my talk—that I stumbled into a state of blankness. "Funny?" I repeated.

"Well, look at the world. At the inflation we're heading into. At the international situation. At the way we're being drilled in what to do if

Bonaro W. Overstreet



© Doris Day—Frederic Lewis

*Come war, come peace, come privation, come plenty, children are born into this problem-ridden world, and parents are their natural providers and protectors. Providing for what? Protecting against what? One finds the answer through a study of the basic hungers of body and soul—chiefly the yearning for freedom to be oneself.*

an atom bomb falls on us. Then tell me how I, one father, with two boys and a girl—the oldest boy almost ready for the draft—can give my young ones a sense of security. Should I gather them around my paternal knee—provided they were

all ever home and awake at the same time—and reassure them that while things look pretty black, actually 'God's in his heaven; all's right with the world'? That every cloud has a silver lining? That the darkest hour is just before the

dawn? They'd know I was talking like a fool. Or if they believed me they'd be more than ever at the world's mercy. Security? It's not on the books for our generation, and I, for one, am not going to hide that fact from my children. They know it anyway. They know it, I guess, better than I do."

On the second occasion, my challenger—also a father—rose and spoke up: "Some of what you've said is all right. But that about security—I won't go along with you there. I'm sick of being told we should do everything for our children, solve all their problems, provide all their recreation, hedge them around with advantages and safeguards until they don't know what kind of world they're living in. It just makes them soft. This security business has been dinned into us until nobody thinks about doing a solid job any more, and we're bringing up a crop of young ones who don't even expect to look after themselves. They expect Mama and Papa to coddle them till they're grown up and then turn them over to society and let it coddle them."

The father in the first instance was saying, "We can't." The father in the second instance was saying, "We shouldn't." And each was right in the particular and limited sense in which he was using the word *security*. We cannot, individually or as family units, protect ourselves or our children against the threat that is inherent in the world situation. Perhaps we shall not be able to do so even as a nation, even as part of the Western world. We do not know yet. The major effort is still ahead. Meanwhile, as the disturbed father said, we parents are helpless to secure our children against the atom bomb and all that it has come to symbolize in the way of disaster.

Meanwhile also, as the second father said, it would be folly to pamper and coddle our children to the point where we are actually falsifying life for them and reducing their power to cope with it.

There is no kindness in protecting our children against their normal portion of human stress and strain, that which goes with just being alive, doing a job, absorbing pain and disappointment, and carrying responsibility. There is no security for any human being in a cotton-wool existence, supposing it could be provided.

### What Security Is Basic?

After we have thus subtracted what we cannot do and should not do we may still, however, hold tenaciously to our premise: *Every child has a right to basic security*. Such challenges as are put to this statement do not, in view of all we have to know about our human selves, invalidate it. Rather they oblige us to try to say with unmistakable precision what it is that we are talking about when, in psychological terms, we use the word *security*. What should the child be protected against? What kind of safeguarding is his inalienable right? What bases of confidence can and should be provided for him before he can provide them for himself?

The covering answer is simple to state, but not always simple to apply. He should, during his helpless years while he is wholly at the mercy of arrangements made by someone else, be safeguarded against any privation that will stunt his growth. Such a minimum security, in many of its most important aspects, can be granted by parents even in this precarious world—can be granted out of their store of understanding and affection and, increasingly, out of their store of knowledge about child nature and development. Such a minimum security does not make a child soft. On the contrary, we have come to realize that it is a vital prerequisite to his becoming an independent, fulfilled adult and a soundly contributing member of his society.

The thing that is at stake, when we talk about this type of security, is the child's growing capacity to

turn his attention *outward* with interest, ingenuity, and good will; to "invest himself" in his world, as some psychiatrists say; or to develop "object interest," in contrast to the kind of "subject interest" that is self-absorption.

### Relief from Self-concern

A hymn that dates from the mid-nineteenth century, and one that is too rarely sung, contains a phrase that is an engaging blend of the quaint and the psychologically accurate. In a verse that prays for the capacity to sympathize and to feel concern for others, the hymn writer speaks of needing "a heart at leisure from itself." That phrase holds the essence of what we are driving at when we talk of security, emotional security. If a human being is to get a healthy start in life and continue his healthy growth as the years go on, he must have a chance to relate himself to his physical environment and his fellow men so that his heart can often be at leisure from itself—be free from anxious self-concern. This leisure from the self is the type of security that we as parents must try to provide for our children and that we can go far toward providing in spite of the world's uneasy poise on the brink of disaster.

It is old knowledge, in physical terms, that a hungry human being is a self-absorbed human being. Even the adult who sets out to reduce often finds it hard to keep his mind off his hunger. This happens even though, unless he is a fanatic, he does not deprive himself to the point of harming his body, even though he is acting with a deliberate purpose and is able to change his regime at will.

The child who is hungry is helplessly hungry—hungry without self-determination. He therefore does the only thing possible to him, does it miserably and anxiously: *He thinks about himself*. Millions upon millions of the world's children—of those who, as adults, will be the contemporaries of our own

children—are being physically distorted by hunger and psychologically distorted by the self-absorption that goes with hunger. We know this fact, and if we feel it as well as know it we realize that one deep part of our obligation—our obligation to our own children, who will not always be children—is to do whatever we can, through whatever agency we can work, to make food available to the world's hungry little ones.

What is comparatively new knowledge is that emotional hunger is just as real and, if long continued, just as malforming as physical hunger. This hunger, moreover, is no respecter of economic classes. It can be felt and can work its devastating effects in any home anywhere, if human warmth and wisdom be lacking in that home. The kind of security that we can and must give our children, if we want them to grow up confidently and able competently to move toward their world, is *security from emotional hunger*.

Such security cannot be enjoyed except where certain conditions are

fulfilled. Several of these were stressed last month in our discussion of the human being's need for significance. For in emotional terms a sense of significance and a sense of security are inseparably intertwined.

### Truth Translated into Action

One condition—and it cannot be mentioned too often—is that the child must be loved and must be loved in terms that he, at each age, can experience as love, know to be love. He must, as a baby and small child, be given physical warmth and comfort and nearness and must continue to be given these when he imperatively needs them for reassurance. He must be attended to when he is in need and helpless to satisfy his need, when he is hungry or cold. Increasingly as time passes he must be given the kind of attention that expresses itself as an interest in his interests, an appreciation of his accomplishments.

A second condition is that the child must be valued as an individual, valued in his uniqueness. He cannot feel secure if those whose

attitudes mean most to him and are the prime determinants of his own self-estimation constantly show that they are disappointed in him and wish he were more like someone else.

A third condition is that the child must be given many chances to acquire competence in the handling of life, to try out his own ideas and his own ingenuities. There is no emotional security in the world for the person, child or adult, who cannot trust his judgment and his skill to see him through life's ordinary exigencies—and now and then some extraordinary ones as well.

We cannot protect our children from war's gigantic whirlwind disasters. We should not overprotect our children, coddling them into a perennial dependence. But as people who have been entrusted with the most delicate and important of all human tasks, the bringing up of children, we can and must work to give them the kind of security that will let them enjoy leisure from themselves, and creative involvement in their world.

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### Once there was a democracy . . .

ONCE THERE WAS a democracy where each man could think for himself and could act accordingly, as long as the rights of others were not endangered.

Schools were important in this democracy. There boys and girls learned to think for themselves and to know the rights of all men.

Books were important in these schools. Reading helped the children to learn to think, but no one believed that reading was a substitute for thinking. Yet as the children read many books they learned gradually to recognize points of view and to judge these for themselves. They learned to know the sound and the unsound and the right and the wrong. They made choices. More and more frequently as they learned to recognize the truth, they chose the good.

And as they grew into men and women, they grew in responsibility. They often had to weigh the imitation against the real—the good against the bad. The democracy and its people thrived.

Then one day someone said, "There are certain things in certain books with which we do not agree. Let us remove from our schools all such books or parts of books." It was done, and the children learned to think only those thoughts which they found in the books that were put before them. There seemed to be no occasion to weigh the wrong and right, and so, from lack of exercising it, they lost the ability to do so.

After these boys and girls became men and women, they continued to accept the ideas that were offered by those in authority. They accepted the leader who was clever enough to catch their attention. They were no longer able to judge the good and the bad and to make their own choices; they were ready to be taken.

And so false leaders came, and, because the people had forgotten how to think for themselves, they followed them.

Once there was a democracy . . .  
—SUE HEFFLEY, Joint Committee of the American Library Association and the National Education Association

# When Your Child Does Not Live Up to His Capacity

Edith Taglicht Schmidt



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This is the seventh article in the school-age series of the "Growing Toward Maturity" study courses. The study group program for this article is on page 34.

"BUT HOW DOES the teacher know I could do better?" is Tommy's complaint as he shows the psychologist his report card. All his marks are low, and in the space following each mark is a comment like "Effort poor" or "Can do much better."

"Everybody seems to know that I am smart," continues Tommy, "except me. I never could do my work and I never will. There's just nothing more I can do about it."

Is Tommy right? Is he really incapable of grasping the rules of grammar and spelling? Is he unable to recall names and dates in history and to understand events in their proper connection? Will he never remember the arithmetic tables and know what process should be used to solve a problem?

And why, in view of Tommy's apparent failure, does the teacher think he has the ability to cope with his work and to "do much better"? Is it because she has observed him using good judgment in dealing with complex situations, remembering details that may have escaped others, or showing a grasp of content and relationships through well-put questions?

*"The why and the wherefore" is an old expression but a convenient one. It has special application for parents and teachers when they are dealing with a child who falls short of his own capabilities. There is a reason back of this faltering, either near the surface or buried deep in his consciousness. Only by discovering the source of the unease and getting rid of it through wise and tactful guidance can we turn the child's will and energies in the right direction.*

All teachers and many parents know only too well that conflicting attitudes can often be found in one child. In countless ways during the course of a day he will show a sharp interest and a keen mind, but when faced with actual schoolwork he becomes dull, restless, and uninterested. The result is bound to be failure.

It is only too understandable that parents respond to such behavior with strong emotions. Their child's success seems to reflect their own strength, his shortcomings to mirror their own weakness and inadequacy. This interaction of the parent's and the child's feelings may do a great deal to make the situation even more critical, but it is perhaps too much to ask a parent to be detached and objective when his own pride is deeply hurt.

## Trial—and Error

Different parents will try different ways to alter such a situation. Some will sit down with a child, go over his work with him carefully, explain and repeat various processes of learning to him. All this may

bring some improvement in the child's marks or even a better understanding of a specific assignment, as long as the parent continues in the tutoring role. Rarely will it lead to what is most desired and desirable—the youngster's taking the initiative and learning to master the task of his own accord.

Other parents will frequently remind their child what disappointments he has caused them, how ashamed they are of him, and how they wish he would follow the example either of his successful brother or sister or of a schoolmate who brings home report cards with the highest marks. Such admonitions and warnings almost invariably fail. The child feels his parents' disapproval and hurt all too keenly, but instead of trying to make up the lag he seems discouraged and withdraws further and further, showing even less interest and willingness to apply himself.

This may lead to still worse consequences. Parents may start withholding pleasures that have been promised to the child or threaten him with punishment. The effect of such measures can be quite disastrous. The youngster may feel so utterly alone and without support in a menacing world that he has to try to find other gratifications and other ways to satisfy his need for self-esteem. He may completely turn away from the family, adopt an I-don't-care attitude, and give up learning for good and all.

### The Wiser Approach

Is there no remedy for this painful and irritating situation? What can we say to parents who ask "Why can't Tommy learn?" Fortunately when they ask it in great earnest, they have already taken the first step in the right direction. For only if we understand the *reasons* for a child's failure to learn can we hope to counteract them and bring about a change in his attitude toward school achievement.

Learning, of course, begins with the first breath a baby takes. We all know how the little child repeats movements and sounds over and over again, thrilled with his own ability to master something new. We are inclined to think that under any circumstances the normally healthy baby will learn the fundamental human skills like walking, grasping an object, or putting things together. But when infants are in institutions where they do not have sufficient contact with some certain adult, they do not learn or even try to learn to sit up, stand, walk, or communicate with others. The feeling of achievement alone does not seem to give them sufficient incentive.

No, achievement is not enough. A child needs to know from experience that he will earn recognition and loving praise for what he has done. Without the promise of this highest of all rewards we cannot expect him to tolerate the discomfort and strain of the effort. It is, in fact, the main task of all education to make a youngster feel that nothing will give him

more pleasure than achievement, because with it he will gain what he is striving for, the affection and respect of those he loves.

Thus a mother who neither makes excessive demands on a child nor overindulges him will succeed in teaching him a most important lesson: to bear a fair amount of necessary frustrations without being crushed and discouraged by them. If this can be accomplished during the child's early years, he will become able to cope with more and more difficult situations. And his own satisfaction with his achievement will gradually take the place of the admiration and the praise that were so necessary for him in the beginning.

### The Root of the Trouble

Learning, then, is closely connected with a child's relation to his parents and to his early emotional development. Before the age of six he should have found out what his place in the family group is, how far his own rights extend, and what are the rights of the others. He should have begun to understand how much he can expect from others and how much can be expected of him. He should have learned to tolerate the demands of others and to postpone his own gratifications if circumstances demand it. Mastery of his strong early impulses, his violent demands, his struggles for unlimited rights will give him peace and equilibrium—enough so that he will be able to look beyond the scope of his personal needs and want to explore the world around him. He will set his goals farther ahead and strive to become master of more than the drives within him.

However, if Tommy (let us say) has never experienced the gratifications that were basic at a certain age level, the needs continue to demand satisfaction even as he grows older. He develops well in other respects, and in the course of that development he sets new standards for himself, with which the earlier need is in conflict. The remnant of a past era does not fit in with present demands, and Tommy will therefore try to deny it. The urge, however, is stronger than the child's will, and since it cannot make itself felt in its original form it appears in a disguise, unrecognizable even to the child himself.

### Entanglement

So Tommy is sincere in thinking that there is nothing he can do about his poor school marks. He is not yet aware of the conflict that goes on inside him between his own conscience, which demands that he act like a big boy, and his overwhelming wish to get as much as possible of his mother's time and attention. If he could give in to such a wish without the risk of losing his self-esteem, he would probably try to find ways to stay with his mother and would openly admit that he wanted her to be with him. But Tommy disapproves of this urge and cannot

admit it even to himself. The drive is present nonetheless and survives of its own strength.

Yet Tommy unconsciously does find a way to satisfy the need without becoming a sissy who loses the respect of his friends and himself. He starts, for instance, with spelling. Spelling is always difficult for Tommy. He has a hard time remembering tricky letter combinations. He does not even see why he *should* remember them. "Why do they spell these words in such a crazy way?" he demands, and on the basis of this rationalization he finds it acceptable to ask Mother's help. If Tommy has to prepare for a spelling test, Mother may have to stop everything else and give her time to Tommy alone, and this

evoke unpleasant situations and even danger and therefore was a thing to be warded off. Billy so successfully repressed any further desire to know or to find out things that he actually turned away from any new information. This attitude became such a strong and unalterable pattern that by the time he had reached school age he could successfully pretend to listen and watch while he inwardly withdrew his attention completely. It will be impossible to teach Billy anything until he is old enough to understand what has happened to him, but when he learns that he is really reacting to a situation no longer valid, he will slowly become able to learn and to seek information freely.

### Aid Is Available

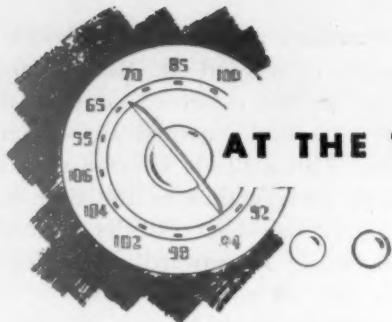
These brief illustrations are not intended to convey the idea that a child's failure to live up to his capacity can be explained and remedied by a simple process of uncovering one experience or one set of feelings that belonged to his earlier years. A great deal of work must still be done. Careful and patient research will be needed to give us a deeper insight into the complex processes of learning and emotional development and their relationship to each other.

But one fact should be clear. If all our attempts to lead a child toward better accomplishment—by persuasion, promises, or threats—fall short, the child need not be blamed or given up as hopeless. It may not be in his power to apply his intellectual energies freely to the tasks before him. Forces of which he is not aware may be at work within him, shaping behavior patterns that he has to follow. He cannot change those patterns unless he is made aware of them. Meanwhile more attention to such a child, more acceptance of him as he is, more positive expressions of his parents' willingness to help—all these may to some degree lessen the difficulty. However, his real reasons and motivations are much too deeply hidden to be understood without thorough knowledge of the dynamics of emotional forces. It will be necessary to consult an expert and to plan with him carefully the steps that should be taken to help the child toward the free development of his abilities.

*The author of this article is the director of the Educational Institute for Learning and Research, which is prepared to work with children who have difficulty in learning and in adjusting at school.*

The fasts are done; the Aves said;  
The moon has filled her horn  
And in the solemn night I watch  
Before the Easter morn.

—EDNA D. PROCTOR, *Easter Morning*



## AT THE TURN OF THE DIAL

Thomas D. Rishworth

National Chairman, Committee on Radio and Television, and  
Director of Radio House, University of Texas

CONTROVERSY concerning the reservation of television channels for the exclusive use of educational institutions continues. The Federal Communications Commission has recently completed hearings on this important question, with organizations such as the National Association of Educational Broadcasters, the National Education Association, the Association of Land-Grant Colleges, the National Association of State Universities, the U.S. Office of Education, and the Association for Education by Radio actively supporting the noncommercial broadcasters.

The National Congress of Parents and Teachers filed a statement with the FCC in November of last year, which has served to place the parents and teachers of this country solidly behind the effort to reserve television facilities for educational purposes. Many local parent-teacher associations have forwarded resolutions endorsing this stand. Other resolutions have come from state congresses and from district and county councils indicating that commercial television is falling far short of its responsibilities in serving the educational needs and interests of its audience.

### The Great Debate

Unless the Federal Communications Commission reserves a portion of the available television channels for the exclusive use of educational broadcasters, television as an educational medium will be lost. It will be a sad synthesis of wrestlers, second-rate motion pictures, and third-rate comedians.

Television channels are restricted in number. There are many more applications for new commercial stations now pending than there are channels to accommodate these stations. To date only one educationally sponsored television station is on the air. That one is owned and operated by Iowa State College. Thirty-one other colleges and universities have expressed positive interest in educational television broadcasting. But to build a TV station is a costly operation. To keep it on the air is equally costly. Educational institutions must be given time to plan their financing for these new activities. Unless channels are reserved now, all of them will be taken over by commercial enterprises.

The Federal Communications Commission has already established a precedent in reserving certain FM frequencies for the sole purpose of educational broadcasting. And wherever schools and colleges have taken advantage of their opportunities in the FM field, they have proved, with few exceptions, that the educator can do an effective job in building an audience among those who want more than singing commercials with their radio fare.

In a recent news release, the National Association of Broadcasters claimed that educators as a whole have not proved their capacity to use the air waves effectively. Dr. Kenneth N. Baker, director of research for N.A.B., presented the views of commercial broadcasting in his testimony before the Federal Communications Commission. "With few outstanding exceptions," according to Dr. Baker, "the colleges' experience with radio as a means of

learning has been a signal failure." He claimed that the over-all record "confirms an opinion that educators as a group have evidenced no willingness nor competence in the use of radio to justify the reservation for them of any part of the broadcast spectrum."

From one who himself was a professor at Ohio State University and whose interests have brought him into frequent contact with competent educational broadcasters, Dr. Baker's statement comes with poor grace. For an organization supposedly cognizant of recent developments in all fields of radio, the National Association of Broadcasters speaks with surprisingly little knowledge of what the true facts are.

Many radio educators now active in colleges and universities throughout this nation were once effectively employed in commercial radio. Many colleges and universities are presenting from their own stations educational programs capable of competing effectively with commercial offerings. Months ago we published on this page a list of commercial stations whose managers were truly interested in the implementation of radio as an educational medium.

It is time we listed a few of the educational, noncommercial stations in America that have proved their worth. KUOM, University of Minnesota; WILL, University of Illinois; WHA, University of Wisconsin; WSUI, State University of Iowa; WOI, Iowa State College; WCAL, St. Olaf College; WUOA, University of Alabama; WNYC, City of New York; WBEZ, Chicago Board of Education; WBOE, Cleveland Board of Education—these and many others have done an outstanding job. The National Association of Educational Broadcasters has developed in the past year a national network of more than twenty educational stations, a true network of college and school broadcasters in every section of the country, presenting programs of the highest caliber.

### Escape Is Not the Word

It might be well for the National Association of Broadcasters to reexamine the picture before it condemns educational broadcasting as a failure. FCC Chairman Wayne Coy and Commissioners Frieda Hennock and Paul Walker have themselves urged the educator to stake his claims in radio and television. The commercial broadcaster might heed the words of one of its advocates, Sylvester Weaver, National Broadcasting Company vice-president in charge of television, who has said, "It is a frightening thought that we possess the power to give great stature and maturity to our people through television or, by slipshod conduct and thoughtless planning, to flood our people with an aimless, characterless outpouring of escape."

Escape is not the word for the twentieth century. Reality is the word. The demands of educational broadcasters for a fair share of the television channels is a very real and insistent challenge. This challenge must be met by those who respect education and its ability to use television as it should be used in a world of conflict to lead mankind toward freedom of the mind, the body, and the soul.



## Idaho Looks After Its Youngest

WHAT OF THE needs of our youth? This question is being echoed and reechoed throughout Idaho, a state where school reorganization is less than three years old. One answer has been expressed by the state preschool service chairman, Mrs. E. H. Gyer: "By giving those children under six years of age the very best opportunities in early education, we shall reap a rich harvest of well-adjusted individuals as the citizens of tomorrow. But we must remember that parents, educated parents, should take the first step, lay the foundation."

Inspired by such a goal, hundreds of parents of preschool children in Idaho are doing pioneer work toward the education of this age group. They are co-operating with other educational agencies to bring about legislation that will establish public school kindergartens. And they are proving the worth of kindergarten training to the general public through the sponsorship of actual class activities for preschool youngsters.

### A Cooperative Experiment

The Coeur d'Alene Preschool P.T.A. supplies a typical example of what the parents are doing. Here a group of interested mothers got together and set up the following four-point program for their local association:

1. Stress the purpose and value of kindergartens by means of study-discussion groups using the best possible books, magazines, and films.
2. Safeguard the mental and physical health of the preschool child by encouraging clinics and nursing service, assisting at health clinics, carrying on the Summer Round-Up of the Children, and serving as donors to the blood bank.
3. Promote world friendship and understanding by example. (The children in the P.T.A. kindergarten bring gifts for a Christmas box, which is sent to the North Idaho Children's Home in Lewiston.)
4. Encourage adult education in the field of parenthood and family life.

The Coeur d'Alene Preschool P.T.A. conducts a cooperative kindergarten in the schools, attended by groups of twenty children from the ages of four and

a half to six. The kindergarten is provided with a mother-teacher and a mother-helper. Other mothers take turns assisting the mother-teacher. They also share expenses, which are kept to a minimum but cover the teacher's salary and the cost of equipment and materials, in addition to the daily fruit juice. Although space is made available in the school buildings, this kindergarten is completely self-supporting

(Continued on page 33)



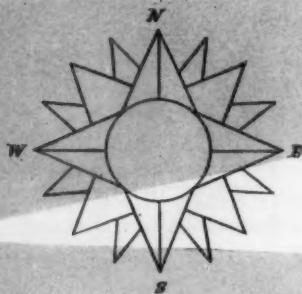
© Times News Photo

Stringing bright wooden beads is such an absorbing pastime that these boys and girls pay little attention to the photographer. Their kindergarten class is sponsored and conducted by the local parent-teacher association.



© Kelker Foto Shop

These happy members of the 1949-50 graduating class of the Twin Falls P.T.A. kindergarten are now seasoned first-graders in the public schools.



## SEARCHLIGHTS AND COMPASS POINTS

This month's "Searchlights and Compass Points" is devoted to quotations from some of the addresses given at the general sessions of the Midcentury White House Conference on Children and Youth. We begin with the President's address before the delegate body, which represented every state and territory of the United States.

NOTHING THIS Conference can do will have a greater effect on the world struggle against Communism than spelling out the ways in which our young people can better understand our democratic institutions, and why we must fight, when necessary, to defend them.

Our defense effort is all-important, but we must do everything we can to see that it does not handicap the lives of children who are affected by it. We must remember that we cannot insulate our children from the uncertainties of the world in which we live or from the impact of the problems which confront us all. What we can do—and what we must do—is to equip them to meet those problems, to do their part in the total effort, and to build up those inner resources of character which are the main strength of the American people.—HARRY S. TRUMAN, President of the United States.

### "Putting Our Present Knowledge To Work"

If we are to make substantial advances in the next decade in applying what we have already learned about child growth and care, we must work consciously and assiduously to develop the following:

1. A scientific attitude of mind—not just an ordinary open mind, but a searching one; not just an inquiring mind, but a mind and heart that have what Einstein has called "a passion for comprehension."

2. A far better synthesis of available knowledge and a better collation of the results of current research in both the physical and social sciences. The realization that research, application, and then more research are all part of one process is, perhaps, the greatest single factor in the whole problem.

3. The recognition that there is an art as well as a science of application and that it is just as important to know what knowledge to apply as it is to know how to apply it.

4. An identification and cultivation of the channels through which such knowledge must be disseminated and applied.

5. Intelligent teamwork—between those who do research and those who apply its findings; between the physical scientist and the social scientist; and between all who are applying different parts of the truth, as they see it, to programs and services addressed to various aspects of human need.

6. Foundations and universities which will recognize that we have now reached the place where demonstration and experimentation are needed at the point of application quite as much as pure research is needed in the acquiring of new knowledge.—LEONARD W. MAYO, Director, Association for the Aid of Crippled Children of New York.

### "Socio-economic Influences upon Children's Learning"

In our country as a whole more than 60 out of every 100 children live in families of the lower socio-economic groups. The majority of these children are native white; millions more are from colored groups or from white foreign-background groups. From the time that these children begin school—and more than 70 out of every 100 of our elementary school children come from these lower socio-economic groups—most of their ability is misdirected, or wasted because their teachers do not understand the basic cultural habits of the working groups. In the public schools of America, we have, then, a great cultural conflict, or a cultural divide.

Most teachers suffer a gnawing anxiety and a deep sense of failure as a result of their honest but ineffective efforts to help the children of the lower socio-economic levels to learn the school's culture. Our teachers also face the extremely difficult task of trying to help children learn an unrealistic and extremely uninteresting curriculum. With such a curriculum, it is not possible to teach children how to think, or how to learn to solve real-life problems. So far, the public school is our only chance to teach lower-class people the middle-class motivational pattern. But the schools do not yet understand how to reward lower-class pupils.

When one controls the socio-economic cultural factors in an intelligence test one finds sound statistical evidence that the average real intellectual ability is in general at the same level for all socio-economic groups. Yet in our public schools we find the lower socio-economic groups—whether they are native white, colored, or foreign-born—segregated into so-called "slow" groups, given inferior

equipment and curriculums, and taught by overloaded teachers.

If new ability is to be developed, it must be discovered and trained in the public schools. The free school in America must be the ladder of the people. In the most realistic sense, the survival of the United States as a major power depends directly and chiefly upon the public schools.—ALLISON DAVIS, *Professor of Education, University of Chicago*.

### "How the Federal Government Serves Youth"

The present-day programs of the federal government that affect children and youth cover a wide range of subjects. These include child growth and development, health services and medical care, education, recreation and leisure-time services, social welfare, aid for support of children, legal protection, and housing.

Research, information, and advisory services are offered in these fields, and there are regulatory measures relating to child labor, youthful offenders against federal laws, control of foods and drugs, social insurance, and veterans' benefits. In addition large financial grants are made by the federal government to the states to aid state and local programs that are designed to benefit girls and boys. For the fiscal year 1949, a total of \$817,445,213 was spent for such programs, according to the U.S. Treasury Department.

Today the federal agencies stand ready to re-examine their programs in the light of the recommendations of the Conference; to review their field services for the purpose of developing closer relationships among themselves and with state and community groups; and to work together, and with, the national voluntary agencies and citizens' groups for the development of those qualities and attributes that make for individual happiness and responsible citizenship.—KATHARINE F. LENROOT, *Chief, Children's Bureau, U.S. Federal Security Agency*.

### "The Impact of Culture on Personality Development in the United States Today"

American children are growing up within the most rapidly changing culture of which we have any record, within a culture where for several generations the experience of each new generation has differed sharply from the last. Mothers cannot look back to the experience of their mothers, nor even to that of their older sisters. Young husbands and fathers have no models for the behavior they are assuming today. And, as a result, our homes have become launching platforms from which our children set out on uncharted seas, and we have become correspondingly more anxious that they should be perfectly equipped before they go.

We as a people—parents, teachers, citizens—are rearing unknown children for an unknown world. We cannot guess their needs by remembering our own; we cannot find the answers to their questions by looking into our own hearts. The most that we can do is to present to our children a provisional picture of humility and confidence, an expectation that they, inheriting our pre-vision, may in fact have vision enough to carry on their task of cherishing and protecting the lives of men and the life of the world.

Where in older cultures children learned to follow unthinkingly the ways of their elders, to laugh and weep, plant and harvest as their fathers had done, in the United States children have had to learn to love parents whose example they could not follow, to listen to lullabies from the lips of a mother who could not speak the language of the new country, to accept at least partial discipline from a father condemned by his inexperience of the new country to work as an unskilled, often as an exploited, laborer. And so awareness was born, awareness of new situations—the ability to live among strangers and make them into friends, to enter new schoolrooms where strange languages were spoken, to go far away and live in strange cities, turning barren offices and chilly apartment houses into a framework for human relationships.

This heritage was added to the heritage of the first pioneers who, as they ventured into the new storm-ridden, frighteningly vast, unsettled country, had also to be ready for anything, expectant of the unexpected. For this new flexibility our children paid the price of loneliness. Now we must use the knowledge which the new sciences of human behavior have given us to create the conditions of the strength that will be needed to give protection against loneliness.—MARGARET MEAD, *Associate Curator of Ethnology, American Museum of Natural History*.

### "Children in the World Today"

What is at stake in Korea is the freedom of man, his dignity, his infinite worth as a person, and his inalienable right to live according to his conscience and his nature. That is what we hold against the onslaughts of the Communist hordes that would strip man of all freedom and all dignity until he is reduced to a slave serving blindly the dictates of an omnipotent state.

Therefore it is fitting that we here and now reaffirm our allegiance to human dignity and human freedom. It is proper that we consider how best we may inculcate in our children these priceless qualities, and how best they may preserve and perpetuate them as the most sacred legacy of the democratic way of life.

Through the United Nations, its organs, and its specialized agencies, it would be possible—for the first time in history—to give adequate and continuing assistance on a global scale to the needy in all lands; the health of whole populations could be improved; a creative and fruitful co-operation in the fields of education, art, and science could be fostered; new homes could be found for the displaced and the disinherited; underdeveloped areas could be made productive without arousing fears of economic exploitation; nonself-governing peoples could attain independence without recourse to violence; and universal respect for fundamental human rights and freedom could be firmly established and successfully maintained. That is the kind of world to which the children of today are entitled. It is the kind of world which we are trying to build for them through the United Nations.

Unflinching loyalty, no less than eternal vigilance, is the price of freedom. We cannot build the free and peaceful world which we desire for our children unless we are prepared to pay the cost.—CARLOS P. ROMULO, *Chief, Philippine Delegation to the United Nations General Assembly*.

## Pertinent Publications

**LET'S JOIN THE HUMAN RACE.** By *Stringfellow Barr*. Chicago: University of Chicago Press, 1950. 25 cents.

Not Communism but misery is the critical problem of our time, according to Stringfellow Barr, one of the more sinewy thinkers on the educational scene. He reminds us that the human race, outside favored America, is made up predominantly of people with colored skins, people harassed well nigh beyond endurance by disease and poverty, people unfamiliar with freedom and on ancient terms with tyranny. In an air-clearing plea to Americans to stop applying lotion to the world's rash and to start treating the disease itself, Dr. Barr analyzes what he terms four false assumptions—that Russia is all that stands between mankind and a stable peace, that our know-how and money can rebuild the world economy, that free enterprise can do the job better than government, and that the job can be done on the basis of small yearly appropriations. It is time, this pamphlet suggests, that we show the impoverished majority of the human race how they can have bread, warmth, and health without becoming captives of an all-powerful state.

In view of the great need for all of us to know more about the menace of Communism, which dangles false hope before desperate mankind, *Let's Join the Human Race* should be read by every parent and teacher.

**MORAL AND SPIRITUAL VALUES IN THE PUBLIC SCHOOLS.** National Education Association, 1201 Sixteenth Street N.W., Washington 6, D.C. 1951. \$1.00.

After a two-year study of the public schools, the Educational Policies Commission and the American Association of School Administrators report that the schools can, do, and should teach moral and spiritual values. They suggest how instruction in ten specific values can best be carried on and what the schools must have to do the work effectively. These requirements include the cooperation of home, church, and other community agencies; teachers of good character; and adequate facilities and resources. This report on a subject of urgent importance to every thoughtful American, issued by leading American educators, cannot be too highly recommended for character and spiritual education chairmen.

**THEY WORK WHILE YOU PLAY: A STUDY OF TEEN-AGE BOYS AND GIRLS EMPLOYED IN AMUSEMENT INDUSTRIES.** U.S. Department of Labor, Bureau of Labor Standards, Bulletin No. 124, Washington 25, D.C. 1950. 15 cents.

Ushers, caddies, popcorn sellers, pinboys, checkroom attendants—these are only a few of the jobs often filled by youngsters at theaters, carnivals, race tracks, golf clubs, dance halls, bowling alleys, and other places of amusement. The young workers are usually local boys and girls, employed by local concerns and for odd hours. Therefore few of them are protected by federal labor laws. Yet in many jobs the conditions of work are hazardous or otherwise undesirable. This bulletin gives the facts on the employment of these young people and their working conditions. Summaries of state child-labor standards and their administration are included. Here is a helpful discussion of a problem that deserves the attention of every community in the land.

(Continued from page 12)

For the long pull, schools working with parents and parents working with schools can help younger boys approach their inevitable careers as soldiers better prepared than their older brothers. The method is summed up in the word *counseling*. In a good many schools counseling is as well rooted as history or arithmetic. In others it is considered a frill or a catch-as-catch-can function. The U.S. Office of Education suggests that in these uncertain times elementary and secondary schools must develop continuous and expert counseling service for all pupils. Such a service should give boys—and girls too:

1. A firmer sense of security, a hopeful perspective on the future, a feeling that this country and their own lives have a destiny.

2. More time for heart-to-heart talks about their obligations and opportunities in life.

3. Assurance that the school knows and is concerned about their abilities, talents, and interests. This can best be done by keeping what counselors call cumulative records containing each pupil's score on aptitude tests, accounts of his hobbies, and his achievements in the classroom and out, all of which have been added to the folder month by month and year by year.

4. Up-to-date facts on the kind of job opportunities that exist today and that will exist five and even ten years from now. Job counselors in schools should make every effort to get their hands on long-range labor market facts and employment trends to use in talking to pupils.

5. Ample opportunity to browse through, read, or carefully digest books, booklets, charts, leaflets, and other literature on careers—whether in business, industry, college, or the armed forces.

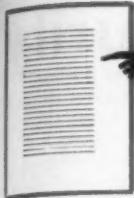
To give its boys and girls such services, simple though they may appear, is no easy task for any school. Many a superintendent will need a good deal of courage to ask his board of education for money to provide a counseling service, for permission to hire trained counselors and train regular teachers in counseling techniques, and for authority to set up libraries of material on occupations and careers.

Rare is the school that can carry on such activities without the interest and help of the parents. But rare too are the parents who will not help the school in such work once they understand the newly acquired importance of counseling "in these uncertain times."

B. P. Brodinsky is an educational journalist of wide experience in reporting government affairs. He is editor of the Educator's Washington Dispatch.



**Editor's Note:** The views expressed in this article do not necessarily represent those of the National Congress of Parents and Teachers. As we go to press, the proposals involved are still being debated throughout the length and breadth of this land. The *National Parent-Teacher* will attempt to present many informed points of view in the hope that the best solution will be found.



## Contents Noted

### IN OTHER MAGAZINES

"Why Not Draft Women?" by Mildred McAfee Horton. (*Ladies' Home Journal*, February 1951, page 53.) The wartime head of the Waves speaks up in favor of drafting women for noncombat duty in time of national need. "Surely," she reasons, "it would be more in line with public interest to find the men or women best qualified to do the work that needs to be done—and thus make efficient use of everybody's skill." She is confident that there are enough women able and willing to take over vital jobs who could be used before calling up veterans, fathers, and boys. Mrs. Horton, whose experience entitles her opinion to respectful attention, makes out a persuasive case.

"Can Rheumatic Fever Be Wiped Out?" by Ethel Strattan. (*Today's Health*, February 1951, page 60.) Though rheumatic fever may strike at any age, it is the greatest killer of children between the fourth and fifteenth years. In 75 per cent of the cases, it is followed by a still more dreaded aftermath—rheumatic heart disease. Some authorities believe that enough is known medically right now to wipe out rheumatic fever—if only the social conditions that breed it could be wiped out too. Because undernourished children living in unsanitary, overcrowded environments are the most susceptible to the disease, the next move is put squarely up to the conscience of all citizens as a slum-clearing proposition.

"Main Street, Lake Success, and You" by Lucile Vaughan Payne.

(*The Indiana Teacher*, December 1950, page 131.) A direct appeal to every teacher to make the good work of the United Nations better known to an uneasy public eager to be shown. The article points out how pleased the Communists would be to see the United States withdraw in disgust from that most hopeful union. Of course the fumbles, blunders, and failures make the headlines while more encouraging progress reports on long-range projects sponsored by the United Nations are buried deep on inside pages. Here, then, is the teacher's opportunity to seek them out and bring them to light.

"The Nation Reaches a Verdict in the Case of the People vs. Today's Schools" by Otis A. Crosby.

(*The Nation's Schools*, January 1951, page 34.) What do 99,317 men and women in 371 cities and villages in some sixteen states think of the nation's schools? School administrators invited their opinion. The results, summarized in this article, show that, contrary to the expectations of some educators, the overwhelming majority of parents are primarily concerned not with keeping school costs down but with "what is getting in the way of educational opportunities, the quality of teaching, and plans for the future." On the whole, the verdict for the schools was favorable.

"Of Reading with My Children" by Elizabeth Connell Reed.

(*The Horn Book Magazine*, January-February 1951, page 13.) Did somebody read aloud to you when you were young? And did you feel you shared something extra special with that person? If so, you were one of the lucky ones. But are your children as lucky? Mrs. Reed, mother of boys aged four and ten, wonders how any parent can forego the "sheer joy" and "oneness of spirit" that comes from reading with children. Her contagious enthusiasm will surely kindle in any parent's heart a new determination not to miss or allow his children to miss this happy experience.

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and is doing much to make North Idahoans aware of the need for kindergartens in every public school.

Besides their regular P.T.A. business meetings and a training course, these parent-teacher members hold a monthly study group session, using any and all good materials available concerning children at the preschool level. To these meetings the mothers bring ideas and samples of handwork for use in class activities. Thus each mother shares in the responsibility of the kindergarten planning. Those with special talents have a chance to contribute through interesting projects in dancing, music, and dramatics.

### Object: Legislation

Coeur d'Alene is one of two preschool P.T.A.'s in Idaho that have already established kindergartens. The other is the Twin Falls preschool P.T.A., which has just begun its third year of kindergarten schooling. Both Pocatello and Bur'ay preschool units are working to make kindergartens a reality in their respective communities. Much of the impetus for legislation to provide kindergartens throughout the state will stem from these successful experiments.

The several preschool sections at Nampa, Boise (urban and rural), Culdesac, and Idaho Falls will give added strength to the legislative program, which will seek to lower the age for entering school. In 1950, the permissible school age was six, as of October 15, and the required age was seven. Hence a legal change is necessary before public kindergartens can be set up.

Passage of such legislation will require much work and thought on the part of the P.T.A. and other forward-looking groups, but all are determined to see that it is accomplished.

For in Idaho as elsewhere throughout the nation we are mindful that within our hands we hold our youth; their tender minds and souls are ours to mold. We are resolved to guide their lives with care and wisdom, inspired by love and prayer.

—DORINE GOERTZEN, *Publicity Chairman  
Idaho Congress of Parents and Teachers*

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600 South Michigan Boulevard  
Chicago 5, Illinois

# Growing Toward Maturity

## STUDY COURSE OUTLINES

### I. Preschool Children

Directed by Hunter H. Comly, M.D.  
"Spiritual Guidance Starts Early" (See page 7 of this issue.)

#### Points for Discussion

Our author believes that a main obstacle to spiritual growth lies in the materialism of our culture, which makes it difficult to liberate our children's attention so that they may dwell upon the wondrous aspects of the universe. It would seem to behoove us as parents and teachers then, to consider with him what we may be doing in our day-to-day contacts with children that force them to pay so much attention to the worldly and less significant things in life.

1. Dr. Folsom has rightly emphasized the fact that the world comes to the small child through his senses, that the various aspects of living arouse feelings that are basic ingredients of spiritual development. In the example first cited, that of Marie, one sees how some of these feelings come into being and find expression. One sees what experiences may occur to distort and confuse the wholesome unfolding of spiritual awareness. How was her sense of trust upheld? What might have damaged it?

2. What are some of the earliest experiences of the infant and small child that are important in building in him a firm sense of trust? Are feeding times significant? Are times when parents must leave the child with strangers important? How can these situations be handled to preserve the child's sense of trust? Would you say that the choice of "baby sitters" enters into these questions? If so, how? What arrangements are made in acceptable nursery schools to nurture a sense of trust?

3. At about what age does the child begin to show indications of a developing sense of self-direction? What early experiences tend to foster the wholesome development of this sense? When can it best be encouraged? At mealtimes? At play with brothers and sisters or playmates? In the bathroom? At bedtime? When the child is daydreaming? In what ways is a wholesome sense of self-guidance related to spiritual growth and comprehension of the nature of God?

4. Dr. Folsom points out that certain laudable actions, such as giving to others, can stem from motives and attitudes of questionable spiritual value. For example, the child may put on a show of great generosity to impress an audience of adults. Does a firmly rooted sense of trust, possession, and self-direction contribute to a mature ability to give and share? Give examples.

5. About how old is the child before he is capable of contemplation and meditation? What are some of the typical "imaginings" of the child from three to six? What types of experiences may help the child distinguish between the imaginative and the real? Is it important to help children understand clearly the difference between thinking, saying, and doing? Do adults ever confuse them? What examples can you give?

6. Dr. Folsom says that "discipline" used to be more effective in controlling children's actions than their imaginations. It is clear that a child who is frustrated will become angry but, if sufficiently threatened, will seek to hide his real feelings. In what other ways may traditional discipline (and here is meant authoritarian and tyrannical discipline) tend to stunt personality growth? How might this influence spiritual growth and the individual's capacity for religious experience?

7. What qualities of character would you be most likely to find in the mature individual? How do you start cultivating these in the early years?

8. What spiritual value is derived from grace at meals, quiet bedtime talks, caring for pets, and waiting on sick parents? Name some other everyday activities that will help to develop the ability to love life, its beauty and goodness, and to establish the habit of contemplation and meditation.

9. List and discuss some of the mechanical wonders of our age that make the problem of capturing and guiding the child's attention even more difficult for us than it was for our parents.

10. Many parents, Dr. Folsom says, need to hear their own voices on a record player to learn how to use them more effectively. What else can and should parents do if they would inspire their children and lead them to a high level of spiritual experience? Why is it so important for parents to formulate a philosophy of life that they can put into words?

#### Program Suggestions

A round table, panel, or symposium might readily be based on the points given above. Because this topic is of vital concern to every sensitive person, plenty of time should be allowed for group discussion. A clergyman, a guidance counselor, a teacher of young people—any one of these would be a valuable resource person. The discussion might close with the drawing up of a list of things that parents and teachers can do to instill a sense of the eternal into the daily lives of children—also a list of things that should *not* be done. A member of the group might mention briefly some good read-aloud books for children that will nourish their sense of wonder and their spiritual growth.

#### References

##### Books:

Child Study Association of America. *Parents' Questions*. Revised edition. New York: Harper, 1947. Chapter 8.

*How a Child's Idea of God Develops*. Chicago: International Council of Religious Education, 206 South Michigan Avenue. Manwell, Elizabeth M., and Fahs, Sophia L. *Consider the Children: How They Grow*. Boston: Beacon Press, 1940.

##### Articles in the National Parent-Teacher:

Baker, Edna Dean. "Little Pilgrim's Progress," November 1950, pp. 4-6.

Chase, Mary Ellen. "Early Reading of the Bible," May 1945, pp. 4-6.

Yocom, Mary S. "Religion and Our Children," December 1945, pp. 10-12. Study course outline, p. 38.

### II. School-age Children

Directed by Sidonie M. Gruenberg

"When Your Child Does Not Live Up to His Capacity" (See page 25 of this issue.)

#### Points for Discussion

1. Dr. Schmidt gives us new insight into the perplexing problem of why some able children cannot seem to learn. She offers us a challenging idea: that learning difficulties have their roots in the parent-child relationship and in the emotional atmosphere of the home. How does this idea change our usual thinking about why children cannot learn? If most learning difficulties are a symptom of possible emotional distress, and not laziness, indifference, or defiance, what should be the direction of our efforts to help a capable child with learning difficulties?

2. A child whose emotional needs have been met from earliest infancy will move forward eagerly to new learning experiences. What are the basic needs of the infant? Of the preschool youngster? How can we best fulfill them? What value might this fulfillment have for his future ability to learn freely?

3. Give several examples of how home tensions contribute to a child's difficulty in learning. Discuss the effect these emotional situations might have upon him: (1) being selected as a "favorite" by his father; (2) strong brother-sister competition; (3) being constantly pressed by both parents to excel his fellow pupils. What is the effect of shame or criticism on a child struggling with schoolwork? What better measures can parents take to meet his need?

4. The author tells us that four-and-a-half-year-old Billy, harshly punished when he showed curiosity about sex, became afraid of showing any curiosity at all. If his mother and father had had a knowledge of sound parent-child relations how might they have prevented this? What needs of Billy's were left unmet? Why was he unable to reach out for new facts and experiences in school?

5. Understanding the learning difficulties that Dr. Schmidt describes helps us to see the role of the teacher and of the school in a new light. What interpretation of this article might help the teacher to work with a child like Tommy?

6. What resources exist in your community for the child who needs professional help with a learning difficulty? Is the school equipped with qualified teachers who understand the problem? Is there a good child guidance clinic near by where parents and child might get the needed counsel and treatment?

## Program Suggestions

Parents are not the only ones deeply concerned in the problem of the child who has learning difficulties. Teachers are involved too, for often the child who is lagging behind makes great demands upon their time and energy. Worst of all, the youngster feels himself a possible failure—at home and at school.

A plan to help such a child must therefore reach both parents and teachers. Why not have your group develop a program for an open meeting, to be held at the school, in which a qualified speaker could discuss the importance of understanding a child's emotional needs and their significance in school adjustment? A psychiatrist, a guidance worker, or a teacher specially trained in remedial work with children would be able to handle the subject deftly and soundly. Teachers should be invited to this special evening meeting, and you might have some carefully chosen pamphlets and books (see "References") which both teachers and parents could use with benefit. You might also include a list of good sources of professional help within the community and in near-by cities. Many parents will need these if their child's problem is stubborn or severe.

One community, inspired by a small group of teachers interested in "the whole child," set up an all-day workshop on children's school problems. Specialists from all over the state contributed, and expenses were met by the local men's service clubs. Topics were based on the interrelationship of home and school, and parents and teachers alike gained immense insight from the day's activity.

## References

### Books:

Commission on Teacher Education. *Helping Teachers Understand Children*. Washington, D. C.: American Council on Education, 1945.

Gruenberg, Sidonie M. *We, the Parents*. New York: Harper, 1948. Revised edition.

Murphy, Lois B., and Ladd, Henry. *Emotional Factors in Learning*. New York: Columbia University Press, 1944.

Wolf, Anna W. M. *The Parents' Manual*. New York: Simon and Schuster, 1947.

### Articles in the National Parent-Teacher:

Hattwick, LaBerta A. "Little Fidgets Have Big Needs," November 1948, pp. 7-9. Study course outline, p. 34.

Kawin, Ethel. "How Intelligence Develops," January 1949, pp. 11-13. Study course outline, p. 34.

Rosebrook, Wilda. "Lesson Trouble," October 1948, pp. 14-16. Study course outline, p. 34.

Strang, Ruth. "What Did You Get on Your Report Card?" March 1950, pp. 26-28.

### Films:

*Guidance Problem for School and Home*. 18 minutes, sound. Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York 27, New York.

*Why Can't Jimmy Read?* 15 minutes, sound. Audio-visual Center, Syracuse University, 121 College Place, Syracuse, N. Y.

## III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant.  
"When Shall They Marry?" (See page 14 of this issue.)

### Points for Discussion

1. Why is it so desirable for parents and adolescents to talk over together the pros and cons of marrying at one age or another, as well as other issues involved in marriage, before the young people become emotionally involved?

2. What advantages are there in giving boys and girls a chance to talk about marriage with a counselor? List some of the topics that should enter into such a discussion.

3. Most girls, Mrs. Groves tells us, marry between the ages of eighteen and twenty-three, most men between twenty and twenty-five. Why are these the popular marriageable ages?

4. Jack, a sophomore in college, is determined to marry Sue, who is a year younger than he. Jack, however, is also determined to continue his professional training as an engineer. What are some of the factors upon which success in this double undertaking will depend?

5. Mrs. Groves points out that many young people enter marriage to escape from an unpleasant situation at home. Why are marriages of this sort usually doomed to failure? What are other reasons why a young person may rush into marriage with someone he does not really know or love?

6. John and Alice are engaged and seemingly very much in

love. The only trouble is that they quarrel about money. Alice likes a good time and says that money is meant to be spent for that purpose. John's parents claim that if the young couple quarrel now, the quarreling is sure to get worse after marriage. John, on the other hand, argues that once he and Alice are married, she'll settle down to the business of homemaking. Discuss the soundness or unsoundness of Alice's feelings, John's feelings, and those of his parents. Although predictions are hazardous, what do you think are the couple's chances for successful marriage? Give your reasons.

7. What is to be gained by putting love to the test of time? Is anything to be lost? If so, what?

8. What are some experiences all young people should have as part of their preparation for marriage? How can parents help their adolescents to gain such experiences?

9. How can home and school offset the notion about romantic love that many young people get from the movies and popular novels? Consider half a dozen motion pictures recently shown in your community. Do you think they presented a wholesome picture of love and marriage? If not, why not?

10. What conditions in modern life have affected not only the age at which people marry but their chances for an enduring and happy marriage? Consider such factors as labor-saving devices in the home, the high cost of living, world tensions, and the long-standing housing shortage. What others can you name?

11. Jim and Doris met recently in college and find that they have an almost identical outlook on life. Both are vitally interested in civic affairs and in playing an active role in community life. They want to get married and have actually announced their intention to do so in the spring. Adults in both families, however, keep pointing out to them their different backgrounds of religion and nationality. In view of all this couple have in common, how important are these differences?

## Program Suggestions

A general discussion, with the whole group participating, can be planned around the foregoing questions. For resource persons one or several of the following might be invited: a family counselor, a dean of girls, a dean of boys, a class adviser, a home economics teacher, and a teacher of human relations courses. We know that the most important preparation adolescents get for marriage is from their own family experience. It might be well, therefore, before the meeting closes for the leader or a member of the group to describe briefly the kind of parental example that best helps young people make the adjustments and meet the problems that marriage involves.

## References

### Books:

Duvall, Evelyn Millis, and Hill, Reuben. *When You Marry*. New York: Heath, 1945.

Duvall, Sylvanus. *Before You Marry*. New York: Association Press, 1949.

Fishbein, Morris L., and Burgess, Ernest W. *Successful Marriage*. New York: Doubleday, 1947.

Force, Elizabeth, and Finck, Edgar. *Family Relationships*. Elizabethtown, Pa.: Continental Press, 1948.

Pamphlets published by the National Council on Family Relations, 1126 East Fifty-ninth Street, Chicago 37, Illinois:  
Bowman, Henry A. *The Teacher as Counselor in Marriage Education*.

Committee on Education for Marriage and Family Life in the Schools. *Principles Basic to Education for Marriage and Family Life in the High School*.

Duvall, Evelyn Millis. *Building Your Marriage*.

### Articles in the National Parent-Teacher:

Bertocci, Peter A. "The Spiritual Summons of Marriage," February 1949, pp. 30-32.

Massey, Lelia. "Men Are Homemakers, Too," June 1948, pp. 11-13.

Mudd, Emily B. H. "Will They Be Ready for Marriage?" April 1949, pp. 21-23. Study course outline, p. 37.

### Films:

*Are You Ready for Marriage?* 16 minutes, sound. Coronet Films, Coronet Building, Chicago 1, Illinois. Shows how a counselor and the parents of two high school students help them to determine whether they are ready for marriage.

*Marriage for Moderns*. McGraw-Hill Book Company, Text-Film Department, 330 West Forty-second Street, New York 18, New York. A series of films—each 14-22 minutes in length—that includes *Charming Couple*, *Choosing for Happiness*, *It Takes All Kinds*, *Marriage Today*, and *Who's Boss?*



## Motion Picture Previews

SINCE THE Midcentury White House Conference on Children and Youth, several requests have been received for suitable audio-visual program material on child development and parent education for P.T.A. meetings and leadership training courses. Many readers will recall that a list of such films was published last June in the *National Parent-Teacher*, and copies of that list were sent to state presidents, state chairmen of visual education and motion pictures, and national committee chairmen.

A new series of five films and five filmstrips on child development has been produced by McGraw-Hill Text-Films, 330 West Forty-second Street, New York 18. A descriptive folder about these films declares:

Developmental patterns of normal infancy and childhood are portrayed and analyzed. . . . Children of varying ages are photographed in their group activities, in those moments when they play by themselves or when they are busy with the routines of everyday family life. Hereditary traits and the stimuli of environment are shown reflected in each child's behavior pattern. The films present a wealth of information on what to expect of the normal child, how to recognize and handle his particular problems, and how to provide for the fullest development of his personality.

This information should aid parents and teachers in their job of understanding children and helping them to achieve a happy, well-balanced maturity.

For each motion picture there is a follow-up filmstrip consisting of scenes from the film coupled with review questions. These filmstrips are valuable for stimulating discussion and for review after the film has been shown.

The five films are as follows:

*Principles of Development* (17 minutes), outlining the fundamentals of growth and change from early infancy.

*Heredity and Prenatal Development* (21 minutes), showing the development of a human being from conception to birth by diagrams, animation, and live action.

*Child Care and Development* (17 minutes), pointing out that there is no single good way of taking care of a family and showing some of many ways by following a family through a whole day. The basic areas of child care—eating, sleeping, bathing, and dressing—are described and analyzed. Sound parent-child relations for mental health are stressed.

*Children's Emotions* (22 minutes), discussing the major emotions of childhood—curiosity, fear, anger, jealousy, and joy—and indicating how they can be dealt with to help the child attain emotional balance.

*Social Development* (16 minutes), showing social patterns at various stages. The behavior of a group of children at the seashore illustrates the change from passivity to aggression, the formation of gangs, the development of the group leader, and the drift away from home surroundings. The importance of adult guidance is emphasized.

The first film was shown at the January meeting of the board of managers of the Iowa Congress of Parents and Teachers. This group felt that the film would make a definite contribution to the understanding and knowledge of child development on the part of both parents and teachers. Such a presentation is recommended as an evening feature at board meetings in other state congresses. The films may be secured from state college and university film libraries or from distributors in your vicinity.

—BRUCE E. MAHAN

### DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

### CHAIRMAN OF REVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

From 8 to 14 years

**Gasoline Alley**—Columbia. Direction, Edward Bernds. Built on the well-known comic strip, this unpretentious little picture describes in friendly fashion the doings of Skeezix, Walt, his wife Phyllis, and their two children, Corky and Judy. Highlighted are the struggles of young Corky to get established in business after marrying and leaving college. Cast: Scotty Beckett, Susan Morrow.

Adult	14-18	8-14
Fair	Good	Yes

**I'd Climb the Highest Mountain**—20th Century-Fox. Direction, Henry King. Based on the novel *Circuit Rider's Wife* by Cora Harris, this attractive if somewhat glossy film relates the experiences of a young minister and his city-bred wife in rural Georgia at the turn of the century. With warm understanding the preacher enters into the life of the community, doing all the everyday things the other men do, working with the people instead of just preaching at them. The atmosphere is perhaps



A scene from *I'd Climb the Highest Mountain*.

too sweet, the situations developed too obviously to give the picture complete integrity. Alexander Knox, as the nonbeliever, is excellent in his underplaying of a difficult role. His quiet acknowledgment that perhaps the minister has something for him and his children makes what might have seemed too easy a success somehow believable. Cast: Susan Hayward, William Lundigan.

Adult	14-18	8-14
Very good	Very good	Yes

**Prairie Roundup**—Columbia. Direction, Fred F. Sears. A typical Durango Kid western, this one deals with cattle rustling. The male chorus is excellent. Cast: Charles Starrett, Smiley Burnette.

Adult	14-18	8-14
Western fans	Western fans	Yes

## FAMILY

*Suitable for children accompanied by adults*

**Bedtime for Bonzo**—Universal-International. Direction, Frederick de Cordova. A baby chimpanzee makes monkeys out of college professors in this insane farce that glorifies fuzzy sentimentality at the expense of intelligence. For reasons of love, a young professor sets out to prove to his college dean, a geneticist, that environment is more important than heredity. He adopts a young chimpanzee, hires a pretty young girl to be "Momma" to his "Poppa," and treats the animal as a human baby. The bright spot in the picture is Bonzo, who is an ingratiant little actor. If the scenes in which he plays could be made into a two-reel comedy, it would be greatly enjoyed by small children. The remainder of the picture would never be missed by them or their parents. Cast: Ronald Reagan, Diana Lynn.

Adult	14-18	8-14
Good	Good	Mature

**Counterspy Meets Scotland Yard**—Columbia. Direction, Seymour Friedman. Taken from the radio program *Counterspy*, this neat little melodrama shows David Harding and Scotland Yard's top agent discovering how vital secret information is reaching the enemy. There are the usual number of clues scattered around, and the play gathers suspense as the plot unravels. The outstanding performance of Ron Randall as the Scotland Yard representative lends sincerity to a somewhat theatrical production. Cast: Howard St. John, Amanda Blake, Ron Randall.

Adult	14-18	8-14
Good of its type	Good of its type	Mature

**Flying Missile**—Columbia. Direction, Henry Levin. Techniques for launching guided missiles from submarines form the frightening if fascinating subject of this little drama, filmed with the cooperation of the Army and Navy. The story deals with the efforts of a determined young commander to persuade the brass hats to try this new type of weapon. Interest centers chiefly in the mechanics of the submarine and fighting equipment, although some fun is poked at government red tape, and a love theme is included. Cast: Glenn Ford, Viveca Lindfors.

Adult	14-18	8-14
Good	Good	Yes

**The Groom Wore Spurs**—Universal-International. Direction, Richard Whorf. A sophisticated farce with plenty of slapstick pokes fun at movie cowboys and then goes into a gangster routine. When a cowboy movie star cannot pay a gambling debt he hires a woman attorney to aid him, then marries her when he discovers her father has been a friend of the racketeer to whom he owes the money. The debt is canceled as a wedding present, and the bride, after a preliminary flounce of indignation, settles down to make a man out of her heel. A cowboy who cannot ride, sing, or shoot makes for some very funny scenes—also one or two in questionable taste. Cast: Ginger Rogers, Jack Carson.

Adult	14-18	8-14
Fair	Fair	Sophisticated

**Halls of Montezuma**—20th Century-Fox. Direction, Lewis Milestone. The heroic story of World War II marines in the South Pacific is brilliantly and poignantly epitomized by the exploits of one company that takes a Japanese-held island. The magnificent spectacle of the beachhead landing, together with invasion exercises of the joint marine and navy amphibious assault maneuvers at Aliso Beach in May 1950, forms the opening sequences. The picture, however, gains its tremendous emotional impact through a searching study of the soldiers as human beings. The young soldiers going into battle, the new recruits patently frightened as they inexorably advance, and the veterans, valiantly concealing their fear, cannot quickly be forgotten. This is the story of how courage is built in battle and of the valiant leathernecks who grit their teeth to do a nasty job. Cast: Richard Widmark, Walter Palance.

Adult	14-18	8-14
Excellent	Tense but good	No

**Operation Pacific**—Warner Brothers. Direction, George Wagener. A stereotyped plot and cliché-ridden script mar what might have been a stirring drama that describes the heroic exploits of the submarine branch of the Navy. The story concerns the submarine *Thunderfish* and the strength and loyalty of its crew, both in battle and in rescuing a group of children and

nuns from a South Sea island. Cast: John Wayne, Patricia Neal.

Adult	14-18	8-14
Fair	Fair	Tense

**Pride of Maryland**—Republic. Direction, Philip Ford. A sentimental horse-racing picture that tells of the misadventures and frustrations of the American jockey who (supposedly) introduced the "forward seat" style of riding into horse racing. Exciting racing sequences and some attractive views of horses and colts offset the picture's slow pace. Cast: Stanley Clements, Peggy Stewart.

Adult	14-18	8-14
Fair	Fair	Fair

**Target Unknown**—Universal-International. Direction, George Sherman. This taut, fast-paced drama is a sharp reminder of how thorough and cunning enemy intelligence may be. Although openhearted courage and luck save the day for certain American fliers forced down in enemy territory during World War II, their great but guileless bravery is scarcely a match for the painstakingly trained intelligence service of the Luftwaffe, whose intricately plotted techniques swing from smoothest flattery to direst torture. The cast does a good job with excellent direction and the cooperation of the Department of Defense and the United States Air Force. Cast: Mark Stevens, Alex Nicol.

Adult	14-18	8-14
Good	Good	Tense

## ADULT

**At War with the Army**—Paramount. Direction, Hal Walker. The comedy team of Dean Martin and Jerry Lewis struggles with a dull, heavy-handed farce spoofing life in an army training camp. Much of the humor is in poor taste. Cast: Dean Martin, Jerry Lewis.

Adult	14-18	8-14
Matter of taste	Poor	No

**Born Yesterday**—Columbia. Direction, George Cukor. The popular Broadway play is transferred almost intact onto the screen, with all the smartly satiric values of the original. A ruthless junk tycoon (considerably more a villain, as interpreted by Broderick Crawford, than the original) takes his ex-chorus girl sweetheart to Washington. How she grows up under the tutelage of a high-minded young newspaperman and ultimately balks the nefarious activities of the tycoon is told in clever dialogue. The acting of Judy Holliday as the nitwit blonde is inimitable. Scenes of Washington's historic monuments are beautifully photographed. Cast: Judy Holliday, Broderick Crawford, William Holden.

Adult	14-18	8-14
Good	Sophisticated	No

**Buckaroo Sheriff of Texas**—Republic. Direction, Philip Ford. A western that stresses the brutal exploits of villains instead of the brave feats of a hero. Sam White, an idealistic rather than two-fisted fighting man, returns from the Civil War to find that his superintendent and his henchman have taken over. They beat Sam's father. They beat and torture Sam until he loses his memory, and after that they murder him. The decent characters are portrayed as inept and off guard; the villains, vigorous and vicious. The fact that two children are unfortunately cast in this brutal thriller does not make it suitable for children's audiences. Cast: Michael Chapin, Eilene Janssen.

Adult	14-18	8-14
Mediocre	Poor	No

**The Company She Keeps**—RKO. Direction, John Cromwell. This semidocumentary drama revealing efforts made to rehabilitate young girls on parole from penal institutions is strengthened by the careful avoidance of sensationalism and melodrama. But the characters are types rather than individuals, and despite the excellent cast the attempt to develop the plot through a study of personality is static and unconvincing. It concerns the eternal triangle played out between two girls—the one a weak, distrustful paroled with a chip on her shoulder, and the other a parole officer, strong, self-assured, and honest. Good photography and music. Cast: Elizabeth Scott, Jane Greer, Dennis O'Keefe.

Adult	14-18	8-14
Fair	Fair	No

**Double Deal**—RKO. Direction, Abby Berlin. A mediocre melodrama set in an Oklahoma oil town features brutality, intrigue, and murder. Cast: Richard Denning, Marie Windsor.

Adult	14-18	8-14
Poor	Poor	No

**The Enforcer**—Warner Brothers. Direction, Bretaigne Windust. Humphrey Bogart graduates to assistant district attorney in this gruesome film, in which murder is a business enterprise, complete with burial grounds and a private undertaker. There are many lurid and sensational incidents before the ingenious gang leader is caught. For those who enjoy crime romanticized. Cast: Humphrey Bogart, Lawrence Tolan.

Adult	14-18	8-14
Good of its type	Poor	No

**Gambling House**—RKO. Direction, Ted Tetzlaff. A high-powered, slick gangster melodrama whose devious techniques of double dealing and murder contrast strangely with scenes of quiet simplicity at Ellis Island, where humble little people wait prayerfully to enter the promised land. Cast: Victor Mature, William Bendix.

Adult	14-18	8-14
Fair	Poor	No

**The Great Missouri Raid**—Paramount. Direction, Gordon Douglas. The story of the James brothers may eventually be turned into American folklore but not through this motion picture, try as it may to glorify violence through the picturesque. Where a literary phrase may conceal an unpleasant fact, the camera must reveal it. In this film James and his gang are wickedly betrayed after the war when they ride up to Union headquarters seeking promised amnesty, and in resentment they enter upon a life of crime. The camera shows their actual crimes, their bank robberies, the harm to innocent people by cruelty and destruction. They are shown clearly for what they are—cheap and ugly hoodlums, not Robin Hoods. It is unfortunate that an officer of the United States Army is made a symbol of personal vengeance in this film. The production values are good, the human values very poor. Cast: Wendell Corey, Macdonald Carey.

Adult	14-18	8-14
Poor	Poor	No

**Grounds for Marriage**—MGM. Direction, Robert Z. Leonard. A light domestic comedy in which a good cast struggles with an uninspired and rather silly story. Kathryn Grayson's delicate charm scarcely survives the childish tantrums she is compelled to indulge in to win back a divorced husband. Van Johnson looks uncomfortable as the callow young doctor who is putty in the hands of two aggressive young women. Cast: Van Johnson, Kathryn Grayson, Paula Raymond.

Adult	14-18	8-14
Mediocre	Mediocre	No

**My Forbidden Past**—RKO. Direction, Robert Stevenson. Embalmed in plush, this pretentious, overly emotional period piece concerns the decadent doings of an aristocratic New Orleans family in the 1900's. Because her Yankee lover returns from New York married, the lush niece of the haughty Beau-revels pays her ne'er-do-well cousin to have an affair with the equally lush wife. The scene in which the two upholstered ladies meet is so ludicrously feline as to cause laughter. Melvyn Douglas flounders unhappily in the part of the inanely suave cousin. Cast: Robert Mitchum, Ava Gardner, Melvyn Douglas.

Adult	14-18	8-14
Poor	Poor	No

**Rawhide**—20th Century-Fox. Direction, Henry Hathaway. The violent pattern of modern gangster pictures is put into a western setting—in the early frontier days when stagecoaches carried mail and passengers between San Francisco and St. Louis. An escaped murderer and his prison pals take over an isolated settlement on the route called Rawhide, killing the stationmaster and holding the others prisoner. There is no excuse for the horrible episode in which one villain shoots at a baby in order to frighten the hero. (And an ineffectual, easily frightened hero he is!) Because the picture is very well produced, with fine camera work, those who enjoy brutality and skillfully sustained suspense will get their money's worth. Cast: Tyrone Power, Susan Hayward.

Adult	14-18	8-14
Poor	Poor	No

**Revenue Agent**—Columbia. Direction, Lew Landers. Still another gangster melodrama, this one using semidocumentary material about tax evasion cases to keep the audience interested. Cast: Douglas Kennedy, Joan Willes.

Adult	14-18	8-14
Mediocre	Mediocre	Mediocre

**Storm Warning**—Warner Brothers. Direction, Stuart Heisler. A powerful indictment of the Ku Klux Klan. When a young Northern girl arrives in a small Southern town to visit her

sister, she accidentally witnesses a Klan killing and is cruelly beaten to prevent her from exposing the murderers. She then becomes the key figure in the trial. A scene in which the Klansmen casually bring their small children to a meeting where savage beatings are featured is one of the most horrifying sequences in the play. As a sensational melodrama this picture is very well done, but its message is told with such excessive brutality that the effect is one of revulsion rather than intelligent understanding of a major problem. Cast: Ginger Rogers, Ronald Reagan.

Adult	14-18	8-14
Sensational	Poor	No

**Teresa**—Republic. Direction, Fred Zinnemann. The word *cowardly*, spoken with contempt, is used very little nowadays, and new expressions such as *immature* or *neurotic* are taking its place. This gripping picture, the drama of a boy struggling to become a man, attempts to explain why. The finely drawn characterization of a boy who runs away in battle is done with a deeply compassionate awareness. John Ericson makes the audience feel his wild, unreasoning panic, the compulsion that forces him to seek his protective friend, the twisting and sickening shame that accompanies his betrayal of his comrades. The delicate love story threading the war episodes is exquisitely told, but



Pier Angeli and John Ericson in *Teresa*.

the second half of the picture in which the soldier returns home tends unfortunately to become a stereotype. Although uneven in content, the picture does have merit as drama (fumbling and unsure as it is) that uses present-day insights in a really profound exploration of human character. The production values are good, and Pier Angeli is simple and captivating as Teresa. A fine film for parent education groups. Cast: Pier Angeli, John Ericson.

Adult	14-18	8-14
Good	Good	Mature

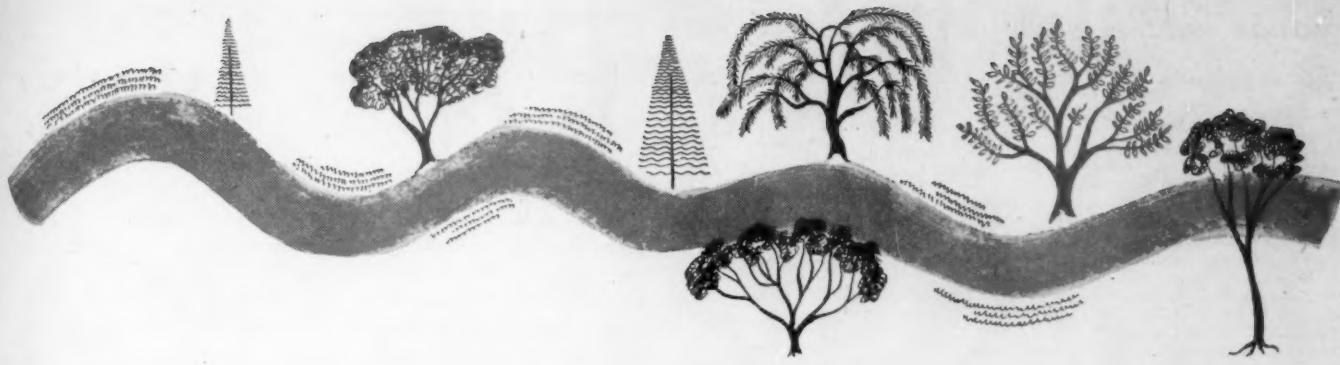
**The Thirteenth Letter**—20th Century-Fox. Direction, Otto Preminger. This extremely well-produced mystery film about a series of poison-pen letters written in a small Canadian community is an excellent "whodunit," an intriguing guessing game. Charles Boyer has a wonderful time playing the part of an old professor no woman loves. Yet either as the re-creation of a drama of romantic evil or as a serious psychological study the picture is superficial and leaves a great deal to be desired. Splendid camera work highlights two effective scenes—a service in the beautiful Catholic cathedral and the funeral of the soldier hero. Cast: Charles Boyer, Linda Darnell, Michael Rennie.

Adult	14-18	8-14
Good mystery	Good	No

**Under the Gun**—Universal-International. Direction, Ted Tetzlaff. A vicious, brutal melodrama about racketeers who ply their trade inside and outside prisons. The villain-hero, though he technically gets his just desserts after a suspense-filled chase, is glamorized throughout the picture. The other criminals involved are also drawn as interesting characters, whereas the law-enforcing agents are pictured as dull and stupid. Cast: John Conte, Sam Jaffe, Audrey Totter.

Adult	14-18	8-14
Poor	Poor	Poor

(Continued on page 40)



## Poetry Lane

### Whistling Help

With so much gladness to be told,  
More than a song with words could hold,  
Above, below, it filled the air  
And burst the seams out everywhere.  
A geysered joy so rainbow bright  
It filled a man's heart up with light.  
Around the small garage there came  
A half-grown boy with hair like flame  
And clothing one enormous soil,  
With hands and arms both gloved in oil  
And a face with more joy than would fit.  
That's why his lips were whistling it.  
And, washed with gladness, life was clean  
And good, expanding from this scene  
Across our land where men can neighbor  
And a boy go whistling at his labor.

—EVA WILLES WANGSGAARD

### March Is a Rowdy

March is a rowdy  
With disheveled hair  
Who snatches small objects  
Right up in the air.

He clutches black smoke  
In his arrogant hand  
And strews it in patches  
Out over the land.

He moans in the nighttime,  
He shrieks like a loon,  
He shouts his defiance  
At stars and the moon.

March is a rowdy,  
Undaunted until  
One day Mistress April  
Trips over the hill.

—BESSIE WOLVINGTON

### Early Spring

March half gone and still the lilac sleeps,  
All color hidden in this deep half-death  
That holds the garden still, no breath  
Of life to show me where the tulip keeps  
Her pointed blade, the rose her lovely sphere.  
The black vines hang, the wine long flowed away  
Like blood of men of many another day.  
The frozen dreams, the hopes of all are here.

And spring that lights the prairie lily's fire  
Will come with moody April, fingers wet  
With rain. The cherry tree will soon forget  
Her sleep and fling her branches ever higher  
The day she dances garlanded with flowers  
Her time of youth, before the summer hours.

—AUDREY SWEET MOATS

### Monologue

I said to myself when he was born, "Be ready.  
He will grow up and leave you, as he must."  
I measured against that day a pulse as steady  
As armor steeled to grief's inevitable thrust.

I know now that there is no citadel  
Whose ramparts will not fall before the storm.  
There is no safety in a spoken spell,  
No flame that in a gale of grief will warm  
Two empty hands held out. No, there is only  
The beggar heart haunting an empty room,  
Running down silent streets, afraid and lonely,  
Weaving its memories on a dusty loom,  
Crying a name against a wind that proved  
The vulnerability of all things loved.

—ELEANOR ALLETTA CHAFFEE

### Dear Laryngitis

Little Bosheep has lost her peep  
And knows not where to find it,  
But Dad and Mom like quiet calm  
And so they do not mind it.

—GENE MOORE

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

*The Blazing Sun*—Children, fair; adults, for western fans.  
*The Children*—Young children, excellent; older children and adults, good.  
*Double Crossbones*—Children, excellent; adults, very good.  
*The Happiest Days of Your Life*—Good for all ages.  
*The Kangaroo Kid*—Fair for all ages.  
*Kim*—Young children, excellent; older children and adults, good.  
*Law of the Badlands*—Young children, yes; older children and adults, western fans.  
*The Mudlark*—Excellent for all ages.  
*Raiders of Tomahawk Creek*—Children, fair; adults, for western fans.  
*Rio Grande*—Excellent for all ages.  
*Rio Grande Patrol*—Children, mediocre; adults, for western fans.  
*Sunset in the West*—Children, yes; adults, for western fans.  
*Tomahawk*—Good for all ages.  
*Trail of Robin Hood*—Children, fair; adults, poor.  
*Two Lost Worlds*—Poor for all ages.  
*Two Weeks with Love*—Excellent for all ages.  
*Under Mexican Stars*—Young children, good; older children and adults, good western.  
*The West Point Story*—Young children, good; older children, excellent; adults, very good.

### Family

*American Guerrilla in the Philippines*—Young children, with interpretation; older children and adults, fair.  
*Branded*—Young children, yes; older children and adults, western fans.  
*Breakthrough*—Young children, if accompanied; older children and adults, excellent.  
*County Fair*—Fair for all ages.  
*Cyrano de Bergerac*—Young children, mature; older children, good; adults, excellent.  
*Dallas*—Young children, no; older children, poor; adults, western fans.  
*The First Legion*—Young children, mature; older children and adults, good.  
*The Goldbergs*—Young children, yes; older children and adults, good.  
*Grandma Moses*—Young children, good; older children and adults, excellent.  
*Hot Rod*—Poor for all ages.  
*The Jackpot*—Young children, yes; older children and adults, good.  
*Last of the Buccaneers*—Young children, poor; older children and adults, mediocre.  
*Mod Wednesday*—Children, good; adults, matter of taste.  
*The Magnificent Yankees*—Young children, of little interest; older children, good; adults, very good.  
*Mystery Submarine*—Young children, poor; older children, yes; adults, good.  
*Never a Dull Moment*—Good for all ages.  
*North of the Great Divide*—Young children, no; older children and adults, fair.  
*Of Men and Music*—Young children, very good, with advance preparation; older children and adults, very good.  
*One Minute to Twelve*—Young children, mature; older children and adults, good.  
*Operation Disaster*—Young children, too tense; older children and adults, excellent.  
*Pagan Love Song*—Young children, yes; older children and adults, fair.  
*Paris 1900*—Young children, mature; older children and adults, interesting.  
*Pattern for Survival*—Young children, with adult interpretation; older children and adults, excellent.  
*Pigmy Island*—Poor for all ages.  
*Prelude to Fame*—Young children, fair; older children and adults, good.  
*Rocky Mountains*—Young children, yes; older children and adults, good of its type.  
*State Secret*—Young children, tense; older children, good; adults, very good.  
*The Texan Meets Calamity Jane*—Poor for all ages.  
*Tripoli*—Young children, yes; older children and adults, good.

### Adult

*All About Eve*—Young children, no; older children, mature; adults, excellent.  
*Cry Danger*—Poor for all ages.  
*Emergency Wedding*—Young children, no; older children, poor; adults, fair.  
*Experiment Alcatraz*—Young children, poor; older children and adults, fair.  
*For Heaven's Sake*—Young children, no; older children, sophisticated; adults, entertaining.  
*Frenchie*—Young children, no; older children and adults, poor.  
*Harriet Craig*—Young children, no; older children, poor; adults, fair.  
*Harvey*—Young children, no; older children, fair; adults, good.  
*Highway 301*—Young children, no; older children, poor; adults, good crime melodrama.  
*Hit Parade of 1951*—Young children, no; older children and adults, poor.  
*Kansas Raiders*—No for all ages.  
*Katie Did It*—Young children, no; older children and adults, fair.  
*The Man Who Cheated Himself*—Young children, no; older children, poor; adults, good of its type.  
*The Miniver Story*—Young children, no; older children, poor; adults, yes.  
*Mrs. O'Malley and Mr. Malone*—Young children, poor; older children, fair; adults, matter of taste.  
*Operation X*—Young children, no; older children and adults, fair.  
*Pink String and Sealing Wax*—Poor for all ages.  
*Seven Days to Noon*—Young children, too tense; older children, good; adults, excellent.  
*The Sound of Fury*—Young children, too tense; older children, tense but thought-provoking; adults, thought-provoking.  
*Southside 1-1000*—Young children, no; older children and adults, good thriller.  
*To Please a Lady*—Young children, no; older children and adults, mediocre.  
*Trio*—Young children, mature; older children, good; adults, excellent.  
*Two Flags West*—Young children, tense; older children and adults, good of its kind.  
*Undercover Girl*—Young children, no; older children, poor; adults, fair.  
*Vendette*—Young children, no; older children and adults, fair.  
*Walk Softly, Stranger*—Young children, no; older children and adults, poor.  
*Woman on the Run*—Young children, no; older children and adults, good.

# PX POST EXCHANGE

Dear Editor:

A big thank you for the "What's Happening in Education" column of February 1951 by William Boutwell. And for "Tomorrow Belongs to Youth" by Virgil Hancher.

Everything in the magazine was wonderful to read, as it always is, but I was particularly grateful this month for the two specifically mentioned articles.

Chicago, Illinois

MRS. G. ALBRECHT

Dear Editor:

I don't know whether your magazine is better than ever or whether I have developed a deeper appreciation. Certainly the world is better for the ideas that were loosed in your January and February issues.

My wife is active in the school P.T.A. and I find my expression in the youth work of our church. Both of us, of course, turn to the magazine with keen interest for the often brilliant insight it gives us into our own youngsters. . . .

Thank you, too, for reprinting "A Pledge to Children" in your February magazine. . . . The light that cannot be dimmed shines through your work.

Glendale, California

L. A. GRINTON

Dear Editor:

All through the February issue, I had a sense of belonging to a wonderful world where everybody is doing something to help the other person. Each article left me with a warm glow that things weren't so bad after all, and I felt uplifted and refreshed.

There are so many things I like about the magazine lately. I like the way the writers talk. For instance, Bonaro Overstreet, in describing her trip through the West Virginia mountains one dark night, begins to wonder where they would "hole up" for the night. And in "What's Happening in Education" Mr. Boutwell says, in answering some query, "This is off my beat, but here goes." Down to earth and real human, I say, and not stuffy at all.

And that cartoon by Cissie on page 8! Oh, did I ever have a good laugh! Let's have more of her stuff.

Lansing, Michigan

MRS. VERA GELZER

Dear Editor:

It is a pleasure to renew a subscription to so fine a magazine as yours. Being a mother of three preschoolers, I don't find time to read all of it. But it seems most refreshing to read scholarly and well-written articles in which I can place utmost confidence. They are very inspiring. And, believe me, it's inspiration we need lots of in these trying, too busy times.

Des Moines, Iowa

MRS. J. M. STOUT

Dear Editor:

As the father of four children and a first-time subscriber to the *National Parent-Teacher*, I want to express appreciation for the orientations that are reflected at the editorial and the individual article level. They assure readers of greater opportunities for understanding the processes of maturing that are taking place in their children, and the enjoyment of fruitful relationships with those children.

I was particularly interested to note the recent article on the work in group dynamics, based on the work of Kurt Lewin and others.

South Orange, New Jersey

ROBERT U. REDPATH